DOCUMENT RESUME

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DESCRIPTORS	*Abstracts; *Annotated Bibliographies; *Counseling; Elementary Secondary Education; *Emotionally Disturbed; Exceptional Child Education; Exceptional Child Research; Psychotherapy; *Therapy

ABSTRACT

The annotated bibliography on Emotionally Disturbed--Counseling and Therapy contains approximately 145 abstracts and associated indexing information for documents or journal articles published from 1950 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. The bibliography is divided into the following sections: General, Psychotherapy, Group Therapy, Residential Therapy, Play Therapy, Family Therapy, Art and Music Therapy, and Drug Therapy. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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Emotionally Disturbed—Counseling and Therapy

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child bibliography Series No. 629

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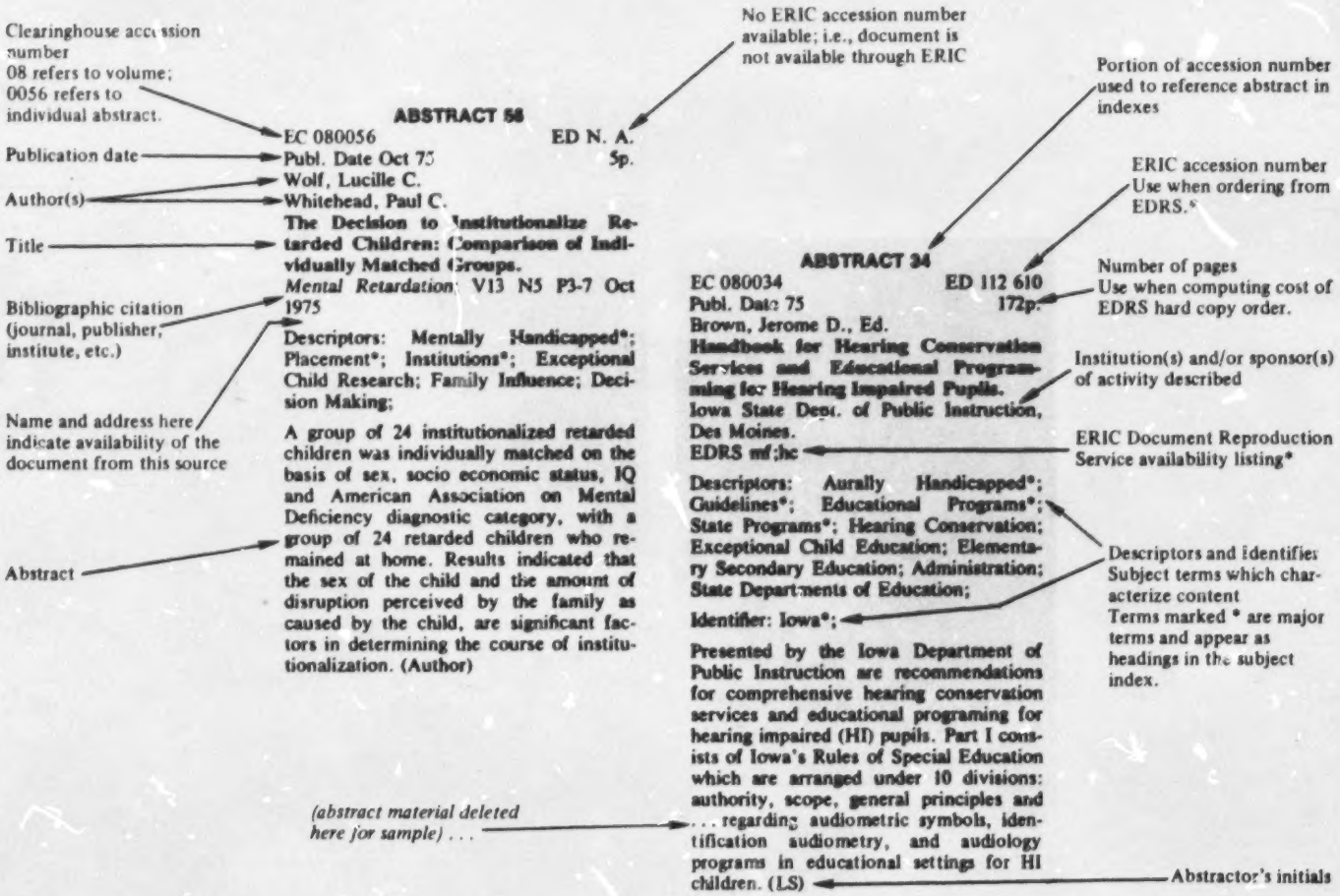
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ABSTRACT 56
EC 080056
ED N. A.
5p.
Publication date
Publ. Date Oct 75
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Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Number of pages
Use when computing cost of EDRS hard copy order.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
(abstract material deleted here for sample) . . .
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and . . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789. Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwel , New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni-**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in **Schools**, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 1288

EC 002 638 ED 022 306
Publ. Date 66 511p.
Redl, Fritz
When We Deal with Children; Selected Writings.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($8.95).

Descriptors: exceptional child education; delinquency; emotionally disturbed; psychotherapy; environmental influences; behavior problems; behavior change; reactive behavior; group dynamics; delinquent rehabilitation; self concept; leadership; discipline; sex education; group therapy; adolescents; children

Espousing an interdisciplinary approach, the book contains selected writings, lectures, and speeches concerning clinical work with disturbed children and adolescents in institutional settings. Editorial comment introduces each of the following sections: a survey of the current status of the children s field both clinically and educationally; a challenge to concepts and theories relating to the life-space interview, milieu therapy, improvement expectations, ego disturbances and support, and psychoanalysis and education; and a review of group therapy, including group emotion, leadership, contagion, shock effect, resistance to therapy, gang formation, group composition, discipline in classroom practice, and psychoanalysis and group therapy. Also included are advice to staff on relationship to children in observation of a group, interference versus noninterference in different situations, punishment, and handling of sex incidents and anger; and general comments on preadolescent, defiant, hyperaggressive, delinquent, and disadvantaged youth, as well as on camp life and sex education. Examples and recommendations are interspersed throughout the book and a list is provided of the author's publications from 1931 to 1965. (MK)

ABSTRACT 302

EC 03 0302 ED N.A.
Publ. Date 52 332p.
Redl, Fritz; Wineman, David
Controls from Within: Techniques for the Treatment of the Aggressive Child.
EDRS not available
Free Press, 866 Third Avenue, New York, New York 10022 ($6.50).

Descriptors: exceptional child education; emotionally disturbed; aggression; intervention; group therapy; research projects; residential programs; self control; psychotherapy; self concept

Techniques for the treatment of aggressive children are explained, including structure and strategy of a treatment home and programing for ego support. Also, techniques for the antiseptic manipulation of surface behavior and for the clinical exploitation of life events are discussed. Therapeutic gains of a project utilizing such techniques are reviewed and background information on other projects mentioned in the text is provided. (JD)

ABSTRACT 1369

EC 04 1369 ED N.A.
Publ. Date 72 417p.
Freedman, Alfred M., Ed.; Kaplan, Harold I., Ed.
The Child: His Psychological and Cultural Development; Volume Two: The Major Psychological Disorders and Their Treatment.
EDRS not available
Atheneum Publishers, 122 East 42nd Street, New York, New York 10017 ($10.00 HC, $4.95).

Descriptors: emotionally disturbed; psychiatry; neurotic children; psychotic children; psychotherapy; classification; emotional development

The second of two volumes on the psychological development of the child focuses upon major psychological disorders and their psychiatric treatment. A general introduction to child psychiatry and normal child development is followed by a section on assessment which deals with classification of child psychiatric disorders and nomenclature. The central portion of the volume examines various major psychiatric disorders of childhood: neuroses, psychophysiological disorders, personality disorders, antisocial behavior, delinquency, sexual deviations, addiction and alcoholism, psychoses, brain disorders, and mental retardation. The final section, which concerns psychiatric treatment of children, covers individual psychotherapy, group therapy, organic therapies, residential treatment, day treatment, the relationship between psychiatry and the school in dealing with psychogenic learning disorders and other problems, and treatment of adolescents. (KW)

ABSTRACT 2425

EC 04 2425 ED N.A.
Publ. Date 72 289p.
Masterson, James F.
Treatment of the Borderline Adolescent: A Developmental Approach.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($13.50).

Descriptors: exceptional child services; emotionally disturbed; personality problems; insecurity; anxiety; parent child relationship; mothers; adolescents; psychotherapy; theories; textbooks; guidelines; case studies

Addressed primarily to behavioral scientists interested in the nature of human personality, the textbook on treatment of the borderline, emotionally disturbed adolescent is said to provide a scholarly integration of theoretical formulations, empirical data, and practical recommendations. The book's overall objective is stated to be that of demonstrating how the separation-individuation theory lays bare the underlying psychodynamic anatomy of the borderline syndrome and thus, enhances the understanding of transference and resistance that makes intensive psychotherapy possible. The basic conflict of the borderline syndrome is explained to be that between a child's inherent developmental push for separation-individuation and the withdrawal of essential maternal supplies entailed in the move. Part one clarifies the borderline adolescent in terms of need for treatment, a developmental theory of separation-individuation, the clinical picture, feelings of abandonment, an overview of the parents, and the defense mechanism of clinging to the parents. Part two discusses the therapeutic process for the inpatient, covering theory of the process, testing, working through the problems, casework treatment of the parents, joint interviews, separation, and continuity and change for the adolescent. Part three then briefly reviews the therapeutic process for the outpatient; selected case studies are presented to illustrate clinical history, hospital treatment, and first outpatient crisis, second crisis to termination, and followup summaries. Other therapeutic factors are reviewed in part four such as differential diagnosis, indications and contraindications, counter transference, outpatient treatment alone, and the psychiatric dilemma of adolescence revisited. (CB)

ABSTRACT 295

EC 05 0295 ED N.A.
Publ. Date Fall 72 19p.
Klein, Donald F.
Youthful Rebels--Diagnosis and Treatment.
EDRS not available
Adolescence; V7 N27 P351-69 Fall 1972

Descriptors: exceptional child services; emotionally disturbed; socially deviant behavior; drug abuse; schizophrenia; emotional problems; adolescence; psychiatry; clinical diagnosis; psychotherapy; psychopathology

Discussed are problems of diagnosis and treatment as emotional disturbance in rebellious young people in the context of society. Pointed out are distinctions among dissenters, terrorists, and dropouts, and stressed is the need to distinguish between behaviors associated with new social movements and individual psychopathology. Motivation, whether social or compulsive, is seen to be the key issue in evaluating a drug using adolescent. Sexual promiscuity is reported to result from either a different set of social attitudes, low self esteem, or severe character disorders. Recommended for the emotionally unstable, sexually promiscuous personality is intensive exploratory psychotherapy as well as medication such as phenothiazine. Hysteroid dysphoria, marked by emotionality and man centeredness in young women, is seen to result from a basic affective difficulty, and recommended is the use of mono-amine oxidase inhibitors. Schizophrenia is said to be the most serious adolescent emotional disturbance, and continual medication is recommended. (DB)

ABSTRACT 413

EC 05 0413 ED N.A.
Publ. Date Dec 72 14p.

Love, Leonore R. and Others
Differential Effectiveness of Three Clinical Interventions for Different Socioeconomic Groupings.
EDRS not available
Journal of Consulting and Clinical Psychology: V39 N3 P347-60 Dec 1972

Descriptors: exceptional child research; emotionally disturbed; behavior problems; elementary school children; intervention; psychotherapy; parent counseling; feedback; grades (scholastic) behavior change; socioeconomic influences

Three forms of psychological intervention (child therapy, parent counseling, and an experimental method called information feedback) were randomly assigned to 91 children referred for emotional and behavioral problems from elementary schools representing a wide socioeconomic range. Outcomes were measured in terms of changes in school grades and observers' ratings of school behavior. All interventions resulted in slightly improved peer relations (as measured by observers). On school grades, there was an Intervention Method X Socioeconomic Level interaction. Information feedback resulted in improved grades for children in upper levels, parent counseling led to improved grades for lower levels, and child therapy (the only intervention in which clinical contacts centered on the child) resulted in lower grades for all levels. (Author)

ABSTRACT 682

EC 05 0682 ED N.A.
Publ. Date Jun 72 11p.
Miller, Lovick C. and Others
Comparison of Reciprocal Inhibition, Psychotherapy, and Waiting List Control for Phobic Children.
EDRS not available
Journal of Abnormal Psychology: V79 N3 P269-79 Jun 1972

Descriptors: exceptional child research; emotionally disturbed; school phobia; fear; childhood; adolescents; therapy; psychotherapy; time factors (learning)

Sixty-seven phobic children, (6-to-15-years-old) were randomly assigned to a two times three factorial, repeated-measures, covariate design which included two male therapists and three time-limited treatments: reciprocal inhibition, psychotherapy, and waiting list control. Following 24 sessions or 3-month wait and at 6-week followup, Ss were reassessed by an independent evaluator and by parents. Results indicated a significant effect due to time and child's age. Clinical evaluation, using initial scores as the covariate, showed no effects of treatment or therapist. Parents reported treatment effects for both target fear and general fear behavior. Therapies were equally efficient, and all treatment effects were achieved with phobic children 6-to-10-years-old. (Author)

ABSTRACT 56

EC 06 0056 ED N.A.
Publ. Date 73 461p.
Davids, Anthony, Ed.
Issues in Abnormal Child Psychology.
EDRS not available
Brooks/Cole Publishing Company, Belmont, California 94002 ($6.50).

Descriptors: exceptional child education; emotionally disturbed; delinquents; school phobia; autism; child psychology; psychopathology; parent child relationship; socioeconomic influences; drug therapy; psychotherapy; behavior change; operant conditioning.

Presented are 34 readings on issues in abnormal child psychology including general issues, types of childhood psychopathology, therapeutic approaches, and ethical considerations. Discussed is the current status of the field of childhood psychopathology in a review of recent developments in the field of child psychiatry. The role of the family in development of psychopathology is examined in papers on parent-child relations, the influence of breast feeding, and socialization. Considered next are the influence of race, social class, and intelligence on education including the views of A. Jensen on racial aspects of intelligence and effects of compensatory educational programs. Focused on is school phobia in two readings on childhood neurosis. Examined is juvenile delinquency among middle class children, life in a children's detention center, and the relationship of juvenile delinquency to modeling behavior. The etiology of infantile autism and parents as cotherapists are discussed in the chapter on childhood psychosis. Three readings center on mental retardation or learning disorders. Various points of view on drug therapy are provided. Reviewed is research on psychotherapy with children, and summarized is indivualized therapy. The use of behavior therapy with children is evaluated, and a behavior therapy program for autistic children examined. Aversive control is explained as a form of treatment in chronic self-injurious behavior and elective mutism. Ethical issues such as the rights of pupils and parents, the role of school psychology, and the child psychiatrist are noted. The final chapter offers conclusions such as the importance of interactions between parent and child. (DB)

ABSTRACT 579

EC 06 0579 ED N.A.
Publ. Date 18 Jan 74 286p.
Janov, Arthur
The Feeling Child.
EDRS not available
Simon and Schuster, Inc., 1 West 39th Street, New York, New York 10018 ($7.95).

Descriptors: exceptional child education; emotionally disturbed; neurotic children; neurosis; environmental influences; parent influence; parent child relationship; psychotherapy; emotional development

Discussed is the emotional development of the child within the context of primal theory which involves the painful reliving of early childhood events as a therapeutic experience. It is stressed that parents treat children in terms of their own hidden feelings rather than knowledge, and that parents need better mental health rather than more child rearing information. It is explained that neurosis may have its source as far back as the parents' reasons for having children and prenatal experiences. Centered on is the importance of a normal labor and delivery, and given are examples of birth primals (the emotional reliving of the birth experience). Early postnatal development is seen to center on the importance of satisfactory breast feeding and the satisfaction of early needs. The body itself is said to provide an inner environment which affects healthy development. Noted are long-range effects of early experience and both psychologic and physiologic needs of the young human. Considered are childhood sexuality and children's fears such as being abandoned at night. It is stressed that neurotic parental needs will prevent parents from doing what they know is best for their children. Provided are examples of parent-child relationships based on primal theory and the text of a seminar of parents who had undergone primal therapy. Appended are descriptions of two birth primals and evidence that the body itself 'remembers' early pains. (DB)

ABSTRACT 620

EC 06 0620 ED N.A.
Publ. Date 73 780p.
Szurek, S. A., Ed.; Berlin, I. N., Ed.
Clinical Studies in Childhood Psychoses; 25 Years in Collaborative Treatment and Research, The Langley Porter Children's Service.
EDRS not available
Brunner/Mazel, Inc., 64 University Place, New York, New York 10003 ($20.00).

Descriptors: exceptional child services; emotionally disturbed; psychotic children; schizophrenia; autism; early childhood; childhood; psychiatric services; psychotherapy; family counseling

Presented are 33 clinical studies in childhood psychoses concerned with historical aspects of childhood psychosis, current clinical issues, clinical research, sexual problems of psychotic children in treatment, and therapeutic experiences with psychotic children and their families. The volume includes data gathered from over 250 cases treated at the Langley Porter Children's Service in San Francisco. An introductory section of two papers views past and present work in the field and looks at the origins of play and creativity. Reviewed in the second section of three papers are many of the psychodynamic approaches to childhood schizophrenia important to current psychotherapeutic work. Six papers deal with current clinical issues such as depressive reactions of childhood, simultaneous psychotherapeutic work with the child and parents, the role of the child psychiatry trainee, and a milieu treatment program. Seven chapters report on data accumulated at the Children's Service such as outcome statistics in light of variables such as diagnosis on admission, age of onset, severity of illness, mutism, and parental characteristics. Two papers center on sexual problems with psychotic children in treatment. The final section presents case histories and clinical experiences which illustrate psychotherapeutic techniques with children and parents such as the use of physical restraint and therapy of self destructive children or very young autistic children. (DB)

ABSTRACT 469

EC 04 0469 ED N.A.
Publ. Date 71 13p.
Ney, Philip G. and Others
Relative Effectiveness of Operant Conditioning and Play Therapy in Childhood Schizophrenia.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N3 P337-49 Jul-Sep 1971

Descriptors: exceptional child research; psychotic children; schizophrenia; operant conditioning; play therapy; emotionally disturbed; behavior change; communication skills

An experimental study designed to examine the relative effectiveness of operant conditioning and play therapy in improving the communication and social functioning of psychotic children was presented and discussed. A group of 10 schizophrenic boys, 3 to 15 years of age, received 50 operant conditioning treatments followed by 50 sessions of play therapy over a 3-month period. Each treatment session was 45 minutes long. A matched group of 10 had the same number of treatments but in reverse order. Both groups showed gains in mental age, as measured by intelligence tests, and in amount of speech. The improvement was greater after operant conditioning than after play therapy. The difference between the two treatment methods reached significant levels only after the second 3 months of treatment. (Author)

ABSTRACT 2270

EC 04 2270 ED N.A.
Publ. Date 72 10p.
Schneider, Jorge and Others
Treatment of the Socially Deprived Adolescent.
EDRS not available
Adolescence; V7 N26 P211-20 Sum 1972

Descriptors: exceptional child services; multiply handicapped; emotionally disturbed; psychotic children; disadvantaged youth; adolescents; hospitalized children; mental health; socioeconomic influences; case studies; therapy; psychological services

Severely disturbed adolescents requiring hospitalization are said to generally benefit from a highly structured, integrated treatment approach. The paper describes the experiences of constructing an adolescent treatment program designed to meet the mental health service needs of a socioeconomically disadvantaged community, identifies specific handicaps of the socially deprived adolescent, and elaborates a treatment approach. A socioeconomically deprived community in Chicago is described. Specific handicaps of the adolescent identified are lack of social skills, lack of elementary academic skills, intelligence of the normal child, unemployability, neurological abnormalities, minimal brain damage, perceptual distortions, and family problems. Essentials for effect intervention are noted. Then follows a case description of a 14-year-old caucasian catholic male having extensive emotional and familial problems. Structured treatment with a Spanish-speaking therapist is shown to help the boy. (CB)

ABSTRACT 1094

EC 05 1094 ED 072 584
Publ. Date 72 170p.
Outdoor Education Experiences for Emotionally Handicapped Children and Youth.
New York State Education Dept., Albany. Division for Handicapped Children

New York State Education Dept., Albany. Division Of Health, Physical Education and Recreation;
State University of New York, Plattsburgh. College at Plattsburgh
EDRS mf,hc
Institute Proceedings, June 7, 8 and 9, 1972. Valcour Conference Center, Plattsburgh, New York

Descriptors: exceptional child education; emotionally disturbed; conference reports; outdoor education; educational opportunities; physical education; therapy; summer programs; curriculum guides; program evaluation

Presented are proceedings from a 3 day conference at which physical education and recreational personnel and teachers of emotionally disturbed children considered the educational and therapeutic possibilities of outdoor education for emotionally disturbed children. The introductory address explains that the outdoor educational process is especially suited to needs of the emotionally disturbed because a residential outdoor educational experience can minimize feelings of institutionalization which may threaten the emotionally handicapped child, and because outdoor experiences offer the added dimension of adventure to learning. Described is a summer program which accepts emotionally disturbed boys and girls in 2 week sessions and attempts to enchance self concepts and change attitudes toward school and the learning process. Noted are resources available for outdoor education programs as well as administrative concerns related to financing such programs. Four speakers provide practical guidelines (which comprise the major part of the proceedings) showing how science, mathematics, social studies, and art curricula could be enriched by using outdoor education techniques. Final sections deal with evaluations of proposed outdoor education programs as well as evaluations of the institute. (GW)

ABSTRACT 1486

EC 05 1486 ED N.A.
Publ. Date Feb 73 14p.
Stark, Joel and Others
The Nonverbal Child: Some Clinical Guidelines
Journal of Speech and Hearing Disorders; V38 N1 P59-72 Feb 73

Descriptors: exceptional child research; learning disabilities; language handicapped; early childhood; speech clinics; speech therapy; language instruction; theories; training techniques; operant conditioning; behavior change; reinforcers; behavior problems; discrimination learning; socially deviant behavior; guidelines

Reported were clinical principles and procedures of behavior modification that have been used to establish language in 3- to 6-year-old children with very limited functional communication. Principles of reinforcement theory were discussed, and reversal and multiple baseline experimental designs were explained. Presented were clinical studies illustrating the application of reinforcing stimuli (such as food, social praise, and play) to gain control of behavior. Data concerning both kinds of discriminative stimuli and methods of programing such stimuli in language therapy were reported. Training procedures for modifying social interaction patterns were also examined. The appendix included a recording form used during language therapy. (GW)

ABSTRACT 1558

EC 05 1558 ED N.A.
Publ. Date Win 72 19p.
Frazier, Jane A. Moller
Demand Therapy--an Eclectic Technique Promoting Age-Relevant Social Competency.
EDRS not available
Child Psychiatry and Human Development; V3 N2 P128-46 Win 1972

Descriptors: exceptional child education; emotionally disturbed; behavior problems; socially deviant behavior; therapy; social adjustment; interpersonal competence; therapists

Deviant behavior in emotionally disturbed children may be treated by demand therapy, which requires reasonable behavior performance from the child by use of physical force, verbal force, or the denial of gratification to promote age relevant social competency. Needed are a caring relationship with the therapist, a careful evaluation of the child's levels of social competency, and the setting of realistic goals and expectations. The psychogenic theory of R.W. Zaslow, behavioral theory, and psychotherapy are the theoretical bases of the demand therapy technique. The use of intense external controls which often lead to rage result in a therapeutic reduction of the rage barrier. Qualities required in the therapist and other personnel include knowing himself, keeping the goal in mind, and being able to communicate the goal of the therapy. (DB)

ABSTRACT 1702

EC 06 1702 ED N.A.
Publ. Date Apr 74 10p.
Langner, Thomas S. and Others
Treatment of Psychological Disorders Among Urban Children.
Journal of Consulting and Clinical Psychology; V42 N2 P170-9 Apr 1974

Descriptors: exceptional child research; emotionally disturbed; urban environment; psychological services; incidence; therapy; welfare services; parent education; referral; socioeconomic status

A study on the prevalence of, treatment for, and factors associated with treatment for serious psychological impairment in urban children, 6 to 18 years of age involved a random cross-section of 1,034 Manhattan families, and 1,000 Manhattan families receiving welfare (aid to dependent children). A significantly

greater number of welfare children were seriously impaired, but the referral rate and long-term treatment rate of children in the two samples were similar. Less than 50% of the seriously impaired children were referred, and only one in five children received treatment of six months or longer. Referral rates increased dramatically as mother's education increased, whether she did or did not receive welfare. Families who referred their children were colder, less punitive, and of higher social status. The findings had implications for prevention accompanied by immediate short-term funds for screening, treatment, and training of parents. (Author/MC)

ABSTRACT 2087

EC 06 2087 ED N.A.
Publ. Date 74 230p.
Goodman, David S.; Maultsby, Maxie C., Jr.
Emotional Well-Being Through Rational Behavior Training.
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.50).

Descriptors: exceptional child education; exceptional child research; emotionally disturbed; behavior change; therapy; logical thinking; problem solving; case studies; Rational Behavior Training

The guide to rational behavior training therapy (RBT) or rational-emotive therapy covers methodology, a clinical investigation, case histories, and long range effects and implications. RBT is explained to have been developed by Albert Ellis and to be a highly directive method of teaching both normal and disturbed people how to increase their skill in reasoning so they will be better able to deal with the problems and stresses of daily living. Rational thinking is defined as being based on objective facts, being life preserving, helping a person achieve his self defined goals, and enabling him to function with a minimum of internal or external conflict. Considered in the section on methodology are the following topics: the discovery of self-talk, rational self analysis (homework), the language of rational thinking, rational alternatives, the most common irrational ideas, test profile of irrational thinking, de-cueing the cue - source of persistence of unwanted behavior, use of imagery in rational self conditioning, special forms of irrationality, and the rational therapy group. Reported is a study with 64 Ss on the effects of RBT on the galvanic skin response to mild shocks which found a major and significant reduction in the GSR for the personal and positive taped therapy RBT treatments compared to the no treatment control and the negative treatment group. Provided are eight case studies of the use of RBT with individuals having problems such as suicidal tendencies, perfectionism, political radicalism, living in an urban ghetto, hyperemotionality, and impotence and phobias. Discussed in the final section on long range effects and implications of RBT are the Associated Rational Thinkers Ltd., RBT in the schools, rational interpretation of morality, implications of rational behavior training, rational behavior training - its role in social change, and the rational approach to behavior modification. (DB)

ABSTRACT 141

EC 07 0141 ED N.A.
Publ. Date 74 7p.
Murphy, I.C.; Elder, Robin
Treatment of a Psychotic Non-Autistic Child.
International Journal of Child Psychiatry; V40 N5 P190-6 74

Descriptors: exceptional child education; emotionally disturbed; psychotic children; childhood; case studies; males; therapeutic environment; dry therapy; special education; hospitalized children; mothers; psychotherapy;

A 7-year old boy with a late onset psychosis was treated in a hospital unit for disturbed children by drugs, an active therapeutic community, and an educational system designed for autistic children. Psychotherapy was provided for the mother. Improvement was detectable in the third month. Educational therapy seemed to be a major factor in his progress. Therapy made some adjustment in family dynamics. He was made a day patient after seven months and later entered a day care school for maladjusted children. (MYS)

ABSTRACT 1165

EC 07 1165 ED N. A.
Publ. Date 74 256p.
Cull, John G.; Hardy, Richard E.
Counseling High School Students: Special Problems and Approaches.
Charles C. Thomas, 401 E, Lawrence Avenue, Springfield, Illinois 62717 ($10.75)

Descriptors: exceptional child education; emotionally disturbed; delinquents; adolescents; drug abuse; textbooks; counseling; counselor role; public schools; vocational counseling; group discussion; career education; job analysis; test interpretation;

The text book contains 10 author-contributed chapters on problems and approaches in counseling high school students. Chapters focus on the following topics (with sample subtopics in parentheses): counseling non-college bound adolescents (including personality, learning, and vocational counseling theories), group counseling (including group composition and the roles of counselor and counselee), career counseling (including hiring problems faced by the handicapped), use of the Dictionary of Occupational Titles, job readiness (including client preparation for the job search and counselor-employer relations), problems of delinquent adolescent boys and girls, psychoeducational appraisal of the disadvantaged (including problems of test selection and interpretation), the effects of mood altering drugs (such as hallucinogens and stimulants), and language of the high school drug culture. (LH)

ABSTRACT 1186

EC 07 1186 ED N. A.
Publ. Date 74 224p.
Grace, Helen K.
The Development of a Child Psychiatric Treatment Program.
Schenkman Publishing Company, Distributed By Halsted Press, 605 Third Avenue, New York, New York 10016 ($12.50)

Descriptors: exceptional child services; emotionally disturbed; disadvantaged youth; mental health clinics; psychiatric services; program evaluation; program effectiveness; administrator attitudes; administrative policy; community organizations;

Evaluated is the first year of a Mental Health Center psychiatric treatment program intended to provide short term services for inner city children, and raised are questions regarding the societal functions of such organizations. It is claimed that by the end of the year only five middle-class children (thought to have been selected for their non-troublesome behavior) had been chosen for long term treatment. Part I, The Backdrop, includes a chapter on the theoretical perspectives to the development of psychiatric organizations and a chapter outlining the research perspective and methodology as well as historical factors. The process of emergence of the program from the larger organizational structure is considered in Part II with Chapter 3 providing a description of the program director, chapter 4 tracing her initial maneuvers in establishing a power position within the organizational network, and chapter 5 describing processes of negotiation and change. The development of program identity is examined in Part III with chapter 6 describing the goals of program participants, chapter 7 analyzing the internal managerial ploys used to structure relationships among participants, and chapter 8 noting program implementation problems, and chapter 9 detailing the training process including instructing nonprofessionals to categorize and identify problematic behavior. Characteristics of the program at the end of the first year of development are delineated in Part IV with the diagnostic process and ways of identifying the client population considered in chapter 10 and staff perceptions contrasted with characteristics of children actually accepted or rejected by the program in chapter 11. It is concluded that the program served only five children for a 3-month period with a staff of up to 25 persons. Questions are raised regarding the organizational content surrounding psychiatric treatment programs, the current status of psychiatric treatment methodologies, and the definition of mental illness. (DB)

ABSTRACT 1627

EC 07 1627 ED N. A.
Publ. Date 74 154p.
Cox, Richard H.; Esau, Truman G.
Regressive Therapy: Therapeutic Regression of Schizophrenic Children, Adolescents and Young Adults.
Brunner/Mazel, Inc. 64 University Place, New York, New York 10003 ($8.50)

Descriptors: exceptional child education; emotionally disturbed; Schizophrenia; neurosis; childhood; adolescents; young adults; case studies; psychotherapy; parent role; hospitals; psychologists; psychiatrists; Regressive Therapy;

Described is treatment of hospitalized schizophrenic children, adolescents and young adults by a clinical psychologist and a psychiatrist using regressive therapy. The therapy is said to include individual psychotherapy supplemented by milieu and family treatment and to involve regression of the patient to an earlier mode of functioning where successful reintegration can take place. Case histories are described with considerable detail. Chapters focus on the following topics: regression as a therapeutic development in the psychotherapeutic management of schizophrenia; indications for and the setting for regressive therapy; the role of the therapist and especially; regression with and without parents' involvement; regression in borderline and neurotic patients; and the meaning of regressive therapy to the patients and the parents. Conclusions are drawn concerning the role of the primary love object in the therapeutic process. (LS)

ABSTRACT 1640

EC 07 1640 ED 102 798
Publ. Date Apr 74 48p.
Yeomans, Beth, Ed.
Total Mental Health Services in Georgia.
Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
EDRS mf;hc

Descriptors: behavior problems; interagency cooperation; mental health; delivery systems; state programs; exceptional child services; emotionally disturbed; socially maladjusted; psychoeducational clinics; residentail programs; public schools; special education; teacher education; psychotherapy; Georgia;

Discussed are current and proposed Georgia interagency programs for delivering mental health services to behaviorally disordered (emotionally disturbed-socially maladjusted) children through age 21 years by 1976. Considered in a brief overview of state programs are services (such as the Georgia Psychoeducational Center Network) for elementary and secondary school students, public and private residential facilities, and university training programs for special education teachers and mental health professionals. Among public school delivery models cited in section 2 are the Thomasville Learning and Resource Center, which stresses a learning disabilities approach, and the Cooperative Educational Services Agencies (CESAs) which operate shared services in rural areas. Special public school projects described in section 3 include the Pioneer CESA Special Education Leadership Services Division (one of 16 CESA units providing support to local school systems) and the ALPINE Center Project, which provides services to severely disturbed children. Explained in Section 3 are the Georgia Psychoeducational Network and its utilization of a developmental therapy system. Sections 4 and 5 feature community youth services for juvenile offenders and an outdoor therapeutic program. An overview of training programs for teachers of behaviorally disordered children is given in the final section. (LH)

ABSTRACT 2210

EC 07 2210 ED N. A.
Publ. Date 74 314p.
Love, Lenore R.; And Others
Troubled Children: Their Families, Schools, and Treatments.
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($17.95)

Descriptors: exceptional child research; emotionally disturbed; elementary education; environmental influences; parent role; family influence; school role; social adjustment; psychological characteristics; intervention; program evaluation;

Research on 120 emotionally disturbed children from 10 elementary schools in widely varying socioeconomic areas is reported to show how family and school environments influence the psychological and social effectiveness of children. In the first section, data are analyzed to compare the behavioral and social contexts of troubled and control children, the socioeconomic background of the families, and family and school data of troubled children with respect to the primary problems they manifest (such as aggression, hyperactivity, social withdrawal or poor attention control). In the second section, the development, application and evaluation of a self-help intervention program is described as having been designed by the authors to mobilize the problem solving capacities of the adults in the troubled children's daily lives. The outcomes of the self-help intervention are compared with outcomes of two standard treatments, psychotherapy for the child and counseling for the parents. Conclusions such as the following are drawn: that the active involvement of the father in the child's life seemed an essential ingredient for effective adaptation at home and at school, and that the psychological adequacy of adults could not be viewed separately from the economic and social pressures that beset them. Appendixes include explanations of the development and standardization of instruments and supplementary statistics. (Author/GW)

ABSTRACT 2509

EC 07 2509 ED 107027
Publ. Date 70 96p.
Klein, Zanvel E.
Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970).
Michael Reese Hospital and Medical Center, Chicago, Ill.
EDRS mf;hc

Descriptors: emotionally disturbed; bibliographies; psychology; research reviews (periodicals; exceptional child services; behavior problems; early childhood; childhood; psychiatry; social work;

The bibliography presents approximately 1000 citations from psychiatric, psychological, educational, social work, and public health literature dealing with emotionally disturbed, behaviorally disordered children under 12-years-of-age. Usually provided for each citation are the title, author's name, source, date and pagination information. Entries are grouped alphabetically by author's name within the following categories: normative and epidemiological studies of emotional-behavior problems among children, description and classification of children's emotional-behavior problems, client variables, the clinic as a treatment setting, treatment of children's emotional-behavior problems, psychological tests and measurement instruments related to research, therapist variables, studies of treatment outcome and followup, issues and methods of research in study of change and treatment, and therapy outside the clinic. An author index is also provided. (CL)

ABSTRACT 3289

EC 07 3289 ED N. A.
Publ. Date 74 192p.
Pinkerton, Philip
Childhood Disorder: A Psychosomatic Approach.
Columbia University Press, 562 W. 113th St., NY, NY 10025 ($10.00)

Descriptors: exceptional child education; emotionally disturbed; childhood; early childhood; adolescents; case studies; etiology; biological influences; environmental influences; parent child relationship; psychological needs; psychological characteristics; adjustment (to environment); therapy;

Examined are psychobiological causes of emotional disorders in childhood in terms of interaction between endogenous (physical, intellectual, and emotional states) and exogenous (environmental) factors. Presented are chapters with the following titles: 'The Psychobiological Equation,' 'The Endogenous Contribution,' 'The Child's Basic Developmental Needs,' 'The Environmental Contribution,' 'Dynamics of Parent/Child Relationship,' 'Clinical Outcome I: Determining Factors,' 'Clinical Outcome II: Standard Variation on the Theme,' 'The Infant and the Toddler: A Contrast in Behavior,' 'Preschool Adaptation,' 'The School Child and the Adolescent,' 'Principles of Therapy,' and 'The Psychosomatic Concept.' Illustrative case extracts and diagrams are used throughtout the text. (SB)

ABSTRACT 3706

EC 07 3706 ED N. A.
Publ. Date Jan 75 15p.
Leventhal, Theodore; Weinberger, Gerald
Evaluation of a Large-Scale Brief Therapy Program for Children.
American Journal of Orthopsychiatry; V45 N1 P119-133

Descriptors: emotionally disturbed; childhood; adolescents; program descrip-

tions; program evaluation; exceptional child services; models; counselor role; demography; therapeutic environment;

Presented is a description and evaluation of a brief psychiatric therapy program for emotionally disturbed and other problem children and adolescents. The program is described in terms of setting and program outline (brief therapy of 6 weeks or less); competence model (viewing clients as having living problems rather than being sick) and therapist role (family consultant and educator); sample and treatment composition (1,739 families with 4,421 individuals seen in initial 4 years); and treatment modalities (an average of 38 interviews per family). On the basis of previous intake-diagnostic procedures, readmission rates, therapist ratings, problem checklists, and followup questionnaires, brief therapy is seen as a highly efficient and effective treatment approach. (Author/SB)

ABSTRACT 3761

EC 07 3761 ED N. A.
Publ. Date 74 227p.
Davids, Anthony
Children in Conflict: A Casebook.
John Wiley and Sons, Inc., 605 Third Avenue, New York, NY 10016 ($10.95 Cloth, $5.50 Paper)

Descriptors: exceptional child education; emotionally disturbed; case studies; behavior problems; learning difficulties; neurosis; psychosis; clinical diagnosis; psychotherapy; drug therapy; operant conditioning; behavior change; followup studies; Psychosomatic Disorders;

Discussed are 15 cases of emotionally disturbed children (15 months to 14 years old) who were studied and treated in a variety of settings. Following a brief introduction to the field of childhood psychopathology, cases are presented within five sections on psychosomatic disorders (obesity, eating phobia, asthma, and eczema), behavior disorders (severe depression, acting-out character disorder, and hostile personality), learning disorders (psychogenic learning disability and hyperkinetic impulse disorder), neurotic disorders (castration anxiety and fear of death, elective mutism, and abandonment), and psychotic disorders (fixation, schizophrenia, and autism). Each section contains a general introduction on the particular type of disorder and details the history, treatment, and followup evaluations of three illustrative cases. Treatment approaches include psychodynamics, behavior modification, and medication. (SB)

ABSTRACT 1554

EC 005 244 ED N.A.
Publ. Date 61 208p.
Ginott, Haim G.

Group Psychotherapy with Children.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($6.95).

Descriptors: emotionally disturbed; psychotherapy; group therapy; play therapy; parent counseling; physical environment; group dynamics; group relations; psychotic children; toys; research reviews (publications); counseling

Intended to give clear descriptions of play therapy techniques and of the rationale which supports them, the text discusses procedures designed to meet the needs of children. A theoretical framework for group play therapy is followed by considerations of patient selection, group composition, differential diagnosis through observations, a rationale for toy selection, and the environments of play and activity rooms. Problems encountered in the therapy hour, techniques, the theory and practice of limits, and qualities and qualifications of therapists are discussed. Also treated are obstacles and areas of research, group screening, and parent guidance groups. (RJ)

ABSTRACT 3132

EC 002 775 ED N.A.
Publ. Date 59 324p.
Moustakas, Clark E.
Psychotherapy with Children: The Living Relationship.
EDRS not available
Harper And Row, 49 East 33rd Street, New York, New York 10016 ($6.00).

Descriptors: emotionally disturbed; psychotherapy; child psychology; play therapy; creativity; parent counseling; handicapped children; child development; therapeutic environment

Written in the belief that an intimate human relationship must be established in counseling children, the text discusses the essential conditions in child therapy, the therapeutic process, play therapy with the normal child, and psychotherapy with the disturbed child. Additional topics considered are the creative child in therapy, play therapy with the handicapped child, parent counseling, the therapeutic approach of parents, the therapist and the school, and supervision of students in child therapy. (JM)

ABSTRACT 813

EC 03 0813 ED N.A.
Publ. Date 67 294p.
Hammer, Max; Kaplan, Arthur M.
The Practice of Psychotherapy with Children.
EDRS not available
Dorsey Press, 1818 Ridge Road, Homewood, Illinois 60430 ($12.00).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; psychiatry; psychotic children; autism; schizophrenia; psychosomatic diseases; neurotic children; anxiety; learning difficulties; psychiatry

The text, designed to serve as a reference for the child psychotherapist, contains chapters by 10 contributors, each discussing a specific emotional disorder and effective therapeutic management for that disorder. Focused upon is the psychoanalytic theoretical system. Articles treat theoretical considerations in child psychotherapy practice, learning difficulties, the phobic child and related anxiety states, the obsessive-compulsive child, hysteria, psychosomatic disorders, conduct and acting-out disorders, schizophrenia, autism, and psychotherapy with adolescents. (KW)

ABSTRACT 977

EC 03 0977 ED N.A.
Publ. Date 69 202p.
Levinson, Boris M.

Pet-Oriented Child Psychotherapy.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; psychological needs; family (sociological unit); communications; play therapy; household pets

The use of pets in child psychotherapy (providing a source of clues and insights into personality disturbances) is explored. The pet as a communication link in family therapy as well as psychotherapy is discussed. The effects of a pet on mental hygiene, a child's motivation for learning, and the use of pets in psychological assessment are examined. Case studies support the discussion. (CD)

ABSTRACT 1466

EC 03 1466 ED N.A.
Publ. Date 71 209p.
Strupp, Hans H.
Psychotherapy and the Modification of Abnormal Behavior.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($5.95 HC, 3.95 PB).

Descriptors: mental illness; emotionally disturbed; psychotherapy; psychology; psychiatry; behavior change; research reviews (publications); individual psychology; behavior theories; theories; professional education; psychiatrists

Aimed at the undergraduate student of psychology, the volume is intended as an introduction to the field of psychotherapy. It is broad in scope, covering the theories and techniques of psychotherapy as well as research activities and research problems in the field. Psychotherapy's concern with personality and behavior change by the application of psychological techniques is explained, as is the psychotherapist's role, stating that his work involves an educational process and not medical treatment. Successive chapters examine psychoanalytic psychotherapy, client-centered psychotherapy, behavior therapy, and other forms of psychotherapy in detail. Some problems of research are indicated, and attention is given to research on patients, therapists, and techniques. The lack of adequate research methods is cited as a cause of a large discrepancy between limited research accomplishments and more advanced clinical and philosophical insights. Appended are discussions of some questions of ethics and of the psychotherapy professions and problems of training. (KW)

ABSTRACT 1816

EC 03 1816 ED N.A.
Publ. Date 66 254p.
Moustakas, Clark, Ed.
Existential Child Therapy: The Child's Discovery of Himself.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($6.50).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; psychiatry; existentialism; case studies; theories

In each of the contributions comprising the volume, a psychotherapist explores his experience with a particular child in therapy. The presentations are intended to show the living dimensions of therapy, enabling the reader to participate in an encounter, comprehend the child's life with the therapist, and witness the evolution of the child's selfhood. The focus is on the immediate process of human engagement and commitment, in which the integrity of the participants and the flow of life between them is the primary ingredient. Much actual dialogue and commentary is retained. The final chapter examines the formulations of existential and experiential theory, stating what existentialism has contributed to psychotherapy and outlining and illustrating experiential therapy. Preceding chapters are used as examples of the existential approach. (Author/KW)

ABSTRACT 1939

EC 03 1939 ED N.A.
Publ. Date 71 16p.
Schopler, Eric; Reichler, Robert J.
Parents as Cotherapists in the Treatment of Psychotic Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V1 N1 P87-102 Jan-Mar 1971

Descriptors: exceptional child research, emotionally disturbed; psychotic children; parent role; psychotherapy; autism; therapy

A treatment program for psychotic and autistic children in which parents are helped to function as primary developmental agents is described and evaluated. Research and clinical experience is reviewed suggesting that parents react to their child's developmental disorder, rather than cause the disability. Demonstrations to parents observing through a one-way screen have been focused on corrective approaches to relatedness, competence motivation, cognitive, and perceptual motor functions. Parental participation has also included

program sessions and research activities at home. The latter corroborated clinical observations that autistic children responded best to high external structures for acquiring new patterns and to relative freedom to practice those which have been mastered. Initial outcome trends are presented, indicating that parents have been developing effective skills as cotherapists. Objective recognition of their children's disabilities has helped to improve family equilibrium. Substantial improvements in participating children have been noted. Optimal or normal levels of development are prognosticated, depending on IQ, consistency of appropriate education, and degree of impairment. (Author)

ABSTRACT 2179

EC 03 2179 ED N.A.
Publ. Date 70 252p.
D'Ambrosio, Richard
No Language But a Cry.
EDRS not available
Doubleday and Company, Inc., 277 Park Avenue, New York, New York 10017.

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; child abuse; case studies; biography; psychotic children

The case history of a 12 year old physically deformed, emotionally disturbed mute girl is recounted in a personal narrative by the psychoanalyst who treated her. The author describes the girl's background of severe abuse at the hands of alcholic mentally ill parents. Investigations into the parents backgrounds and interviews with each help in the understanding of the child's complete withdrawal from the world around her. Working in the institution (for abandoned children) setting in which the girl had spent her last 7 years, the author describes the child's gradual return to the world as a functioning human being. (CD)

ABSTRACT 2452

EC 03 2452 ED N.A.
Publ. Date 64 459p.
Haworth, Mary R., Ed.
Child Psychotherapy: Practice and Theory.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($10.00).

Descriptors: exceptional child services; psychotherapy; emotionally disturbed; play therapy; therapeutic environment; psychologists; psychotic children; child psychology

Theoretical considerations of child psychotherapy are presented in eight papers which focus on such topics as the meaning and varieties of play techniques, and diagnosis and selection of therapeutic approach. The structure of psychotherapy is examined by 16 writings in stages of orientation and involvement of the parents, the initial session and its implications, special situations or problems, limits and handling of aggression, and the meaning of time. The psychotherapeutic process itself is discussed by papers on resistance, transferance, countertransference, observation and interpretation, and termination of therapy. Thirteen writings describe symbolism and play themes in areas of nonverbal activities, graphic and plastic materials, verbal communication, and latency games. Aspects of evaluation are covered in four writings relating to the therapist and patient. (RD)

ABSTRACT 2651

EC 03 2651 ED N.A.
Publ. Date 71 282p.
Meeks, John E.
The Fragile Alliance: An Orientation to the Outpatient Psychotherapy of the Adolescent.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($12.50).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; adolescents; psychological characteristics; psychiatrists; interpersonal relationship; counselor role

Addressed to psychotherapists, the book considers how adolescence differs from adulthood and the implications of these differences for effective psychotherapy with the adolescent. Major emphasis is upon the ways in which adolescents form and utilize human relationships and on their methods of communication, both communication with others and styles of internal communication or thought peculiar to the adolescent. Intended as a practical handbook for clinicians, the volume presents descriptions of concrete therapist behaviors in the therapy session to illustrate a style of approach to adolescent patients. Therapist qualifications, diagnostic evaluation, the therapeutic alliance, problems, parents, and termination of psychotherapy with the adolescent are covered in the first part of the book. Part 2 deals separately with special problems and extreme behavior patterns the psychotherapist may encounter. One specific approach is suggested as the best method of handling each clinical situation. Topics examined are depression and suicidal behavior, runaways, violent adolescents, adolescents in legal difficulty, sexually active adolescents, illegitimate pregnancy, acute psychotic episodes, and the adolescent on the drug scene. (KW)

ABSTRACT 2725

EC 03 2725 ED N.A.
Publ. Date 69 595p.
Guerney, Bernard G., Jr., Ed.
Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($11.00).

Descriptors: exceptional child education; emotionally disturbed; mental health; nonprofessional personnel; parent role; teacher role; psychotherapy; program descriptions

Remedial methods and procedures based on the strategy of using nonprofessionals as therapeutic agents in meeting mental health needs are detailed. Historical developments and factual considerations which underlie the strategy are presented. Emphasis is given throughout the book to programs designed to handle mental health problems of children. The readings cover topical areas dealing with mental health needs and new directions; selection, roles and methods in training nonprofessionals; varieties of programs using nonprofessionals; peers, teachers, and parents as therapeutic agents; and research on the use of nonprofessionals. Selections have been drawn from journals as well as from papers presented at scientific and professional meetings. (CD)

ABSTRACT 2846

EC 03 2846 ED N.A.
Publ. Date Aug 71 15p.
Aronow, Edward; Reznikoff, Marvin
Application of Projective Tests to Psychotherapy: A Case Study.
EDRS not available
Journal of Personality Assessment; V35 N4 P379-93 Aug 1971

Descriptors: exceptional child services; emotionally disturbed; socially maladjusted; case studies; psychotherapy; projective tests; Thematic Apperception Test; Rorschach

A case study of a severely disturbed 19-year old college freshman seen in psychotherapy for 7 months in a university counseling center and tested at the beginning and after termination of therapy leads to the authors' conclusion that projective tests prove useful in estimating the extent of pathology prior to therapy and in assessing the degree and direction of change following therapy. A detailed discussion of patient description, first and second testings, therapy course, and test responses are included. Following the discussion is the patient's first test battery. The Wechsler Adult Intelligence Scale results are summarized; selected Thematic Apperception Test stories are included; the Rorschach and the patient's first figure drawing are presented verbatim. (CB)

ABSTRACT 1005

EC 04 1005 ED N.A.
Publ. Date 71 410p.
Winnicott, D. W.
Therapeutic Consultations in Child Psychiatry.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($15.00).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; case histories; interviews; psychiatry

A series of 21 therapeutic consultations illustrate the author's application of psychoanalysis to child psychiatry. The case histories also illustrate the author's personal way of relating to and communicating with the children, and providing a setting in which they can discover themselves. Included are many drawings resulting from a technique used, the Squiggle Game, in which the therapist and the child take turns drawing a squiggle and having the other person make a picture

out of it. In the psychotherapeutic interviews are represented all kinds of diagnostic types. The last nine cases illustrate the psychogenesis of the antisocial tendency, represented in these cases chiefly by stealing behavior, and the relationship between the antisocial tendency and deprivation. (KW)

ABSTRACT 1954

EC 04 1954 ED N.A.
Publ. Date Sep 71 14p.
Kritzberg, Nathan I.
TASKIT (Tell-A-Story Kit), the Therapeutic Storytelling Word Game.
EDRS not available
Acta Paedopsychiatricia; V38 N9 P231-44 Sep 1971

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; games; story telling; case studies

A new therapeutic device called TASKIT (Tell-A-Story Kit), which is a therapeutic storytelling word game for use in child psychotherapy, is presented. Its evolution, nature, and function are described. Case illustrations of three therapeutic sessions employing this new therapeutic device are presented with associated clinical data and analytical observations. The psychodynamically rich fantasy material produced by TASKIT and the enhanced opportunities for therapeutic operations are said to offer the clinician a promising addition to his therapeutic armamentarium in child psychotherapy. (Author)

ABSTRACT 721

EC 05 0721 ED N.A.
Publ. Date 73 329p.
Reisman, John M.
Principles of Psychotherapy with Children.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($12.95).

Descriptors: exceptional child services; emotionally disturbed; psychotic children; psychotherapy; theories; guidelines; family counseling; therapists; parents; psychological services

Designed to make clear the practice of psychotherapy with children and their parents, the book arrives at seven principles to guide the therapist and describes aspects of the course of child therapy. Psychotherapy is defined to be the communication of person-related understanding, respect, and a wish to be of help. Differences in the assessments of disturbance by the professional, the child, and the parents are considered. Following are two of the seven principles: the therapist listens to the client and allows him to express feelings and beliefs, and the therapist and client negotiate a purpose for their meeting. Discussed are goals of therapy, establishment of limits, and communication. The first meeting with the child is described, and suggestions for handling problems in separation from the parent are given. Stressed is the value of establishing communication and a valid objective or contract for the therapy sessions. Continuing the contact is considered in terms of predicted changes such as immediate symptom reduction, the implementation and renegotiation of the contract, and indications for termination of therapy. Aspects of the last meeting such as structure, reactions to termination, the return of the client, and special problems like long term institutionalization are considered. The roles of the therapist with parents are seen to include that of consultant and educator as well as therapist. Indications and procedures for family therapy are evaluated and an excerpt of a family therapy session is included. Among the psychotic disorders then considered are childhood schzophrenia, early autism, and symbiotic psychosis. Treatment methods of psychoses include psychotherapy, behavior modification, and arousal. Primary prevention of emotional disturbance is seen to lie in the communication of knowledge, the changing of attitudes and social systems, and the encouragement of psychotherapy. (DB)

ABSTRACT 1319

EC 05 1319 ED N.A.
Publ. Date 73 392p.
Adler, Gerald, Ed.; Myerson, Paul G., Ed.
Confrontation in Psychotherapy.
EDRS not available
Jason Aronson Book Publishers, 59 Fourth Avenue, New York, New York 10003 ($15.00).

Descriptors: exceptional child education; emotionally disturbed; childhood; adolescents; psychotherapy; therapists; attitudes

Presented are 17 essays (most about 20 to 30 pages in length) on the use of confrontation as a part of psychotherapy with children, adolescents, and adults. Confrontation is suggested to be a forceful way to intervene in order to unmask denial. Following are the titles of the 17 papers: Meanings of Confrontation; Confrontation as a Mode of Teaching; Purpose of Confrontation; Therapeutic Confrontation from Routine to Heroic; Confrontation, Countertransference, and Context; Uses of Confrontation in the Psychotherapy of Borderline Cases; Misuses of Confrontation in the Psychotherapy of Borderline Cases; Aspects of Confrontation; Confrontation in the Analysis of the Transference Resistance; Confrontation with the Real Analyst; Place of Confrontation in Modern Psychotherapy; Confrontation in the Therapeutic Process; Technique of Confrontation and Social Class Differences; Confrontation as a Demand for Change; Considerations Arising from the Psychoanalytic Treatment of a Child Using Confrontation; Confrontation in the Psychotherapy of Adolescent Patients; and Confrontation in Short-Term Anxiety-Proving Psychotherapy. (DB)

ABSTRACT 1695

EC 05 1695 ED N.A.
Publ. Date Apr 73 5p.
Vander Kolk, Charles J.
Paraprofessionals As Psychotherapeutic Agents With Moderately Disturbed Children.
EDRS not available
Psychology in the Schools; V10 N2 P238-42 Apr 1973

Descriptors: exceptional child research; emotionally disturbed; behavior problems; withdrawal tendencies (psychological); elementary school students; nonprofessional personnel; psychotherapy; self esteem; behavior change; time factors (learning)

The effects of paraprofessionals used as therapeutic agents with 16 moderately disturbed (withdrawn or behavioral) elementary school children were evaluated in terms of changes in self esteem, classroom behavior, and behavior in the therapeutic situation with the aide. Students who received 5 1/2 to 9 hours of paraprofessional help grew in level of self-esteem while students receiving 2 1/2 to 4 1/2 hours of help and students in the control group showed decreased self esteem scores. The hypothesized change in classroom behavior was not supported. The paraprofessionals reported that the children made positive emotional gains as a result of the therapeutic sessions. (DB)

ABSTRACT 2075

EC 05 2075 ED N.A.
Publ. Date 72 226p.
Carek, Donald J.
Principles of Child Psychotherapy.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; child psychology; psychological services; models; conceptual schemes; parent role; psychological evaluation; play therapy; family role; family problems; milieu therapy

The book offers an integrated approach to child psychotherapy from initial assessment to termination which stresses the use of a reasonable approach not based on theoretical biases but on clinically observable and demonstrable findings. A conceptual model for child psychotherapy is presented which considers parental involvement, environmental manipulation, the psychotherapeutic process, the therapeutic alliance, play therapy, the dynamics of psychotherapy, and termination. A long chapter on assessment of the child offers principles of the diagnostic process, the physical examination, the psychiatric examination, and examines problems in diagnostic sessions, psychological testing, and the diagnostic formulation. A chapter on communicating with children via play considers the setting for therapy, the therapeutic management of play, the problems in play therapy. The strategy of child psychotherapy is presented in terms of the nature, substance, reason for, and mode of interventions and noted are special considerations such as care in using the word 'why' with the child and the timing of termination. Family considerations include parent counseling, therapy, types of family problems such as disruptive child-parent identifications. Also considered is therapeutic milieu treatment in a residential setting. A final

chapter examines persistent theoretical assumptions for their factual bases such as unrealistic expectations of psychotherapy. (DB)

ABSTRACT 1591

EC 06 1591 ED N.A.
Publ. Date Jan 72 8p.
Cline, David W.
Video Tape Documentation of Behavioral Change in Children.
American Journal of Orthopsychiatry; V42 N1 P40-7 Jan 1972

Descriptors: exceptional child research; psychotherapy; video tape; behavior change; emotionally disturbed; schizophrenia; early childhood

Video tape was used to document behavior before therapy and at four-month intervals during one year of psychotherapy in one pair of identical seven-year-old twin boys with childhood schizophrenia. A normal male peer was used for comparison. Two judges rated the tapes independently using a special behavioral coding system. Results showed that behavioral change can be reliably documented both qualitively and quantitively with use of videotape. (Author)

ABSTRACT 1603

EC 06 1603 ED N.A.
Publ. Date Mar 74 9p.
Gardner, Richard A.
The Mutual Storytelling Technique in the Treatment of Psychogenic Problems Secondary to Minimal Brain Dysfunction.
Journal of Learning Disabilities; V7 N3 P135-43 Mar Mar 1974

Descriptors: exceptional child services; emotionally disturbed; psychiatric services; psychotherapy; minimally brain injured; projective tests

The Mutual Storytelling Technique has been developed as a form of therapy in the treatment of children with method, a self-created story is elicited from the child. The therapist, who should be experienced in psychodynamic theory and interpretation, then surmises its psychodynamic meaning and creates a story of his own, using the same characters in a similar setting but introducing healthier adaptations than those revealed in the child's story. Such allegorical communications are generally received with less anxiety than messages presented in an undisguised form. The method has been helpful in the treatment of the purely psychogenic problems that are often superimposed on the primary neurophysiological difficulties that children with minimal brain dysfunction exhibit. Verbatim case material illustrating use of the technique is presented. (Author/DB)

ABSTRACT 1680

EC 06 1680 ED N.A.
Publ. Date Jan 73 5p.
Shore, Milton F.; Massimo, Joseph L.
After Ten Years: A Follow-Up Study of Comprehensive Vocationally Oriented Psychotherapy.
American Journal of Orthopsychiatry; V43 N1 P128-32 Jan 1973

Descriptors: delinquents; adolescents; followup studies; vocational counseling; psychotherapy; exceptional child education; emotionally disturbed; males; dropouts; self concept

The third in a series of follow-up studies of 10 adolescent delinquent boys successfully treated in a community-based program that combined job placement, remedial education, and psychotherapy shows significantly better overall adjustment in the treated group when compared with untreated controls after 10 years. The lack of any major change in direction over a decade seems to confirm the significance for later development of identity formation during adolescence, and the need for priority to be given to innovative means of reaching adolescents during the crises that arise in that developmental period. (Author)

ABSTRACT 2082

EC 06 2082 ED N.A.
Publ. Date 74 544p.
Miller, Derek
Adolescence: Psychology, Psychopathology, and Psychotherapy.
Jason Aronson, 59 Fourth Avenue, New York, New York 10003.

Descriptors: exceptional child education; emotionally disturbed; aggression; delinquents; adolescents; adolescence; psychology; psychopathology; psychotherapy; social influences; cultural factors; student alienation; stress variables; emotional problems; death; sexuality; drug abuse

The text on the psychology, psychopathology, and psychotherapy of adolescents stresses the interrelationship of personality development with social factors. Focused on are disturbed and normal adolescents in a social system which no longer appears to value individual productivity, personal integrity, or human needs. The following topics are discussed: early adolescence; the life space of early adolescents such as the need for privacy; the middle years (including vocational choice); the life space of middle-stage adolescents (including sexual relationships); the later years of adolescence (including autonomy struggles); youth's relationship to society and the family (including mass media and heroes); the world of school (including teacher-pupil relationships); school integration--familial, racial, and sexual; student conformity, alienation, and aggression; the etiology of adolescent stress; verbal and physical aggression in adolescence; regression in adolescence; psychological disturbances of adolescence and their treatment; social organization and the treatment of disturbed adolescents; principles of adolescent therapy (such as techniques of relating to adolescents); the treatment of disturbances produced by death and divorce; the treatment of adolescent sexual disturbances; drug abuse in adolescence; the treatment of drug abuse; and the treatment of delinquency. (DB)

ABSTRACT 688

EC 07 0688 ED N.A.
Publ. Date 74 372p.
Horwitz, Leonard
Clinical Prediction in Psychotherapy.
Jason Aronson, 59 Fourth Avenue, New York, New York 10003 ($15.00).

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; prediction; longitudinal studies; research methodology; psychiatry; medical case histories; clinical diagnosis;

Presented is the comprehensive report of the Psychotherapy Research Project which includes longitudinal data on approximately 2,000 predictions individually studied across 42 psychoanalytic cases, their confirmation or refutation, and their elucidation into theoretical propositions regarding clinical prediction and psychoanalytic method. Sections of the report treat the following topics: research design (including such factors as patient selection and quantification of variables); the prediction study (including such aspects as formulation, confirmation and disconfirmation of the predictions); anxiety and defense as they relate to such factors as family pressures, treatment induced stress, and environmental outlets; the uncovering process in connection with such topics as the major transference assumption and conscious sense of guilt; and indications and contraindications for psychoanalysis in regard to such dynamics as phallic conflicts or masochism. Other parts of the report contain data in the following areas: conflict resolution and behavioral change, adjunctive supports to psychotherapy, the therapeutic alliance, effects of supportive aspects of psychotherapy, the stability of change with supportive treatment, and the curative process. Appendixes include diagrams of the hierarchical organization of assumptions; a listing of predictive and postdictive assumptions; and a glossary of terms. (GW)

ABSTRACT 995

EC 07 0995 ED N.A.
Publ. Date 66 178p.
Halpern, Howard M.
A Parent's Guide to Child Psychotherapy.
A. S. Barnes and Company, Inc., Howard Halpern, Ph.D., New York, Student Consultation Center, 1225 Park Avenue, New York, New York 10028 ($3.95).

Descriptors: exceptional child services; emotionally disturbed; neurotic children; personality problems; withdrawal tendencies (psychology); psychotic children; underachievers; early childhood; childhood; psychotherapy; parent role; parent counseling;

Presented is an overview of child psychotherapy developed as a guide for parents by a practicing therapist. Psychotherapy is defined as a relationship in which the therapist's personality is put at the child's disposal to help the child gain self awareness. Discussed are signs of childhood emotional upset indicating the need for psychotherapy such as bodily symptoms, disturbed behavior and learning difficulties. Underachievement in children

is analyzed in terms of contributions psychotherapy as well as remedial education can make to the problem's resolution. Similarly, the involvement in therapy of severely withdrawn children is described. Instances in which a therapeutic school may be helpful are set forth, along with suggestions for choosing such a placement. The chapter of the role of the parent in child psychotherapy deals with such issues as confidentiality, and parental interference. Psychotherapy with parents in individual and group settings is examined. Parents are urged to encourage their children's growth by developing such attri-

ABSTRACT 3014

EC 07 3014 ED N. A.
Publ. Date 75 175p.
Eissler, Ruth S., Ed.; And Others
Studies in Child Psychoanalysis: Pure and Applied. Monograph Series of the Psychoanalytic Study of the Child No. 5.
Yale University Press, 92 A Yale Station, New Haven, Connecticut 06520 ($12.50)

Descriptors: exceptional child education; exceptional child research; emotionally disturbed; anxiety; drug abuse; neurosis; personality problems; psychosis; early childhood; childhood; adolescents; young adults; psychotherapy; psychopathology; trend analysis; legal problems; child development; role perception; clinical diagnosis; preschool programs; psychoeducational processes; sexuality; case studies; Hampstead (England) Child Therapy Clinic;

Eleven author-contributed papers focus on issues in the psychoanalytic treatment of emotionally disturbed children, adolescents, and young adults. It is noted that the papers were presented during twentieth anniversary celebrations at the Hampstead, England Child Therapy Clinic; and the Clinic's international leadership role in the areas of child psychoanalysis and related child development research is explained. Included are the following topics and authors: developments in child psychoanalysis in the last 20 years (A. Solnit); the impact of the Hampstead Clinic on American legal education (J. Goldstein); manifestations in analytic treatment of childhood depressive phenomena (A. Bene); treatment of a traumatized "borderline" child (S. Rosenfeld); conflicts concerning the masculine role in a partially sighted boy (M. Berger); diagnostic problems in children with obsessional symptomatology (C. Yorke et al); self cathexis in "mainline" heroin addiction (S. Wiseberg et al); using profile schema for psychotic patients (T. Freeman); the Hampstead Clinic's nursery school (A. Freud); differences between psychotherapy and education for emotionally disturbed preschoolers (R. Edgcumbe); and sexual fantasies and sexual theories in childhood (J. Sandler). Illustrative case studies are offered throughout the book. (LH)

ABSTRACT 1231

EC 002 847 ED 002 370
Publ. Date 64 163p.
Cohn, Benjamin And Others
The Effects of Group Counseling on School Adjustment of Under-Achieving Junior High School Boys Who Demonstrate Acting-Out Behavior.
Board Of Cooperative Educational Services
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-D-040

Descriptors: exceptional child research; counseling; adjustment (to environment); emotionally disturbed; behavior; behavior change; group counseling; changing attitudes; teacher attitudes; discussion groups; guidance counseling; psychometrics; junior high schools; males; underachievers; grade 8; grade 7

The application of group counseling was investigated with respect to its effect on underachieving, acting-out junior high school boys. In addition, two other effects were studied: that of involving teachers in discussion groups and that of these discussion groups on teacher attitudes. Three counselors from different schools in similar socioeconomic areas participated. Each conducted two experimental counseling groups and a teacher discussion group. Students in the seventh and eighth grades of all three schools were tested for project selection. Evaluative instruments were used with the selected sample before and after counseling during 1 academic year. Followup testing was accomplished 1 year after counseling to determine what changes were maintained by the student population. All 25 student and 15 teacher meetings were tape recorded. As a direct result of counseling, the experimental groups improved in self concept, leaned more toward nonconforming behavior, felt they had difficulty accepting their peers, and were poorly motivated toward academic work when compared with control groups. After 1 year these experimental students became more delinquency prone than their counterparts. The effects of teacher discussion groups and the results of a parent survey are discussed. Evaluative instruments used with students and teachers, and how they were used, are described. (JH)

ABSTRACT 1512

EC 005 055 ED 027 550
Publ. Date (67) 16p.
Lurie, Abraham; Harold, Ron
Multiple Group Counseling with Discharged Schizophrenic Adolescents and Their Parents.
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; adolescents; communication skills; creative activities; discussion groups; family counseling; group activities; group counseling; group dynamics; role playing; schizophrenia; parent child relationship

Discharged adolescent schizophrenics (17) and their families participated in a pilot program of multiple group counseling, planned to help ex-patients reintegrate into the community. Patients were selected prior to discharge and randomly divided into three multiple-family groups. Each participating family had had a severe breakdown in the parent child relationship in the areas of communication, mutual expectations, and interpersonal relationships. Three introductory sessions allowed for observation of family cooperation and interaction. Weekly meetings were held for one year after discharge at a community center. Specific counseling goals were to: improve parent-child communication; change unrealistic parental expectations of the child, lessen shame of family (hospitalization stigma), and improve parental understanding and acceptance of their own and children's social roles. Advantages of multiple family counseling were: families could compare themselves to other families, activities allowed for family unit as well as individual member participation, behavioral insights were shared, social relationships were established by families, and ex-patients developed an understanding of their parents. (NG)

ABSTRACT 76

EC 03 0076 ED N.A.
Publ. Date Oct 70 202p.
MacLennan, Beryce W.; Felsenfeld, Naomi
Group Counseling and Psychotherapy with Adolescents.
EDRS not available
Columbia University Press, 440 West 110th Street, New York, New York 10025 ($6.00).

Descriptors: exceptional child services; emotionally disturbed; adolescents; group therapy; counselors; counselor training; group dynamics; group counseling; psychotherapy

Designed to aid development of group programs for adolescents and as a text about group methods, the book can be used by professionals and subprofessionals working with normal youth or disturbed youth. Similarities in various levels of group management dealing with individual adjustment are noted. Information is also presented on the organization of society, general group theory, the adolescent and his culture, group counseling and group psychotherapy, and the group leader and his training. (MS)

ABSTRACT 1213

EC 04 1213 ED N.A.
Publ. Date Feb 72 7p.
Hauserman, Norma and Others
Use of Concrete Reinforcement to Facilitate Verbal Initiations in Adolescent Group Therapy.
EDRS not available
Journal of Consulting and Clinical Psychology; V38 N1 P90-6 Feb 1972

Descriptors: exceptional child research; emotionally disturbed; verbal communication; positive reinforcement; group counseling; adolescents; behavior change; psychotherapy

Token reinforcement was administered to six hospitalized adolescents contingent upon their emission of verbal initiations in group therapy. Results clearly supported the hypothesis that adolescents who are typically nonverbal, and considered poor candidates for verbal-type psychotherapy, can be shaped into emitting a substantially higher rate of verbal initiations. Reversal procedures demonstrated the expected extinction effects. The procedures were successful enough so that typical silent adolescents were reappraised in terms of their verbal potential. A fringe benefit was noted in that once the rate of initiations increased, group peer pressure used social reinforcement to bring about a decrease in silly, off-topic verbalizations and a subsequent increase of initiations which were appropriate and relevant to the interests of the group. (Author)

ABSTRACT 1466

EC 04 1466 ED N.A.
Publ. Date 72 10p.
O'Connell, Ralph A. and Others
Which Adolescent Stays in Group Psychotherapy?
EDRS not available
Adolescence; V6 N25 P51-60 Spr 1972

Descriptors: exceptional child research; emotionally disturbed; group therapy; psychotherapy; adolescents; social influences; family influence; psychological characteristics

Analyzed were factors in the clinical and social picture of the adolescent psychiatric patient which might help predict his utilization of group psychotherapy. Completed was a retrospective analysis of demographic, sociological, and some psychometric variables in 50 consecutive adolescents hospitalized on a psychiatric service and entered into a psychotherapy group while in the hospital. There were no significant differences in age, sex, race, social class or diagnosis between the subgroup which dropped out of group psychotherapy and the subgroup which remained for 10 or more sessions. However, the dropout group was characterized by low normal intelligence, poor verbal skills, tendency to impulsive acting out, and strong history of previous hospitalizations. The subgroup utilizing group psychotherapy the most was primarily distinguished by poor home situation. It was felt that for these adolescents group psychotherapy filled a need for support and direction normally supplied by the family. (KW)

ABSTRACT 2018

EC 04 2018 ED N.A.
Publ. Date 72 223p.
Rose, Sheldon D.
Treating Children in Groups: A Behavioral Approach.
EDRS not available
Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($8.75).

Descriptors: exceptional child services;

emotionally disturbed; behavior change; group therapy; group dynamics; psychotherapy; group structure; childhood

Focusing on behavioral change in therapy (with behavior, not personality, the target of change), the volume explains how to apply the principles of behavior modification in small-group treatment of children. Attention is given to behaviors which are readily practiced in groups, such as making and keeping friends and new ways of responding to others. Emphasis is on children 8-12 years of age. Discussed are the following procedures as they apply to the group situation: individual and group contingencies, performance contracting, modeling, behavioral rehearsal, and individual and group desensitization. Examples illustrate how these procedures can be used to attain behaviorally defined treatment goals. Also clarified are such group level concepts as group goals, group composition, treatment plans, attraction to the group, and group structures in behavioral terms. (KW)

ABSTRACT 2782

EC 03 2782 ED N.A.
Publ. Date Jul 71 7p.
Scoy, Holly Van
An Activity Group Approach to Seriously Disturbed Latency Boys.
EDRS not available
Child Welfare; V50 N7 P413-9 Jul 1971

Descriptors: exceptional child research; emotionally disturbed; group therapy; socialization; peer relationship; social adjustment

Five emotionally disturbed boys of late latency or early adolescence comprised a group formed especially to include these so-called social outcasts at a residential school. They met for 2 hours once a week for 7 months, initially in a conference room but later off-campus with a food reward for socialization. The feeling of group cohesiveness began to develop in the second month, there was a drop in therapist-intervention, and members began to think of themselves in a more positive way. Real changes in all five boys were evident by the end of the sessions. Suggestions are made concerning the optimal group size, type of children to include, activities, and leadership. (RJ)

ABSTRACT 713

EC 05 0713 ED N.A.
Publ. Date 72 122p.
Kok, J. F. W.
Structopathic Children. Part II, Results of Experimental Research of Structuring Group Therapy.
EDRS not available
International Scholarly Book Services, Inc., P. O. Box 4347, Portland, Oregon 97208 ($15.85).

Descriptors: exceptional child research; emotionally disturbed; behavior problems; hyperactivity; therapy; social psychology; group therapy; residential care; behavior change; structopathy

Reported was a study of structuring group play therapy of 53 children during 30 experimental sessions as a strategy for the treatment of the structopathic, emotionally disturbed, hyperkinetic child. The problem of evaluating the therapy sessions was presented in terms of questions such as what differences between the sthenic, chaotic, and asthenic sub-types of structopathy would be observed. Described was the measuring procedure and a rating scale system which included items such as tolerance-aggressiveness. Results of the therapy showed that structopathic children of the chaotic type differed from the other two sub-types in that they did not react positively to structuring group therapy. For sthenic or asthenic sub-types, structuring group therapy was said to foster behavior improvement such as growing independence. The sthenic child was found to develop a more independent ego function at a more rapid rate than the asthenic child. The effect of the therapeutic treatment on real life situations outside of the therapy sessions was observed. Behavior in the cottage group was reported to have improved for the sthenic and asthenic sub-types, but the improvement was less marked than that observed during the therapy situation. See EC 050 712 for the theoretical background of the study. (DB)

ABSTRACT 885

EC 05 0885 ED N.A.
Publ. Date Win 73 24p.
Wright, Lance S.; Mckenzie, C. D.
A Talking Group Therapy for Hyperactive 11 Year Old Boys.
EDRS not available
Devereux Schools Forum; V8 N1 P1-24 Win 1973

Descriptors: exceptional child education; emotionally disturbed; hyperactivity; childhood; males; verbal communication; group therapy; group dynamics

Presented are the rationale, content, and psychodynamic formulation of a talking group therapy with five hyperactive 11-year-old boys in a residential setting. The rationale for the group is seen to have been the hope that with a low level of stimulation the group would become a cohesive unit and effectively control individual members. The content of each of 30 sessions is summarized and includes such group dynamics as group response to a disruptive member and reactions to the absence of a group member or a therapist. Summarized is the progress of the five individuals, such as Peter, who is reported to have been the obsessive-compulsive talker in the group and who worked through his problems of separation, improved his peer relations, and became an integral part of the group. The authors' formulation of the psychodynamics of the group includes the development of a group super ego as a source of control and the suggestion that a group body ego was formed similar to the body ego of an individual. (DB)

ABSTRACT 2411

EC 05 2411 ED N.A.
Publ. Date 73 173p.
Brandes, Norman S., Ed.; Gardner, Malcolm L., Ed.
Group Therapy for the Adolescent.
EDRS not available
Jason Aronson, Inc., Book Publishers, 59 Fourth Avenue, New York, New York 10003 ($10.00).

Descriptors: exceptional child education; emotionally disturbed; adolescents; college students; group therapy; environmental influences; social change; peer relationship; peer groups; social adjustment; family counseling; art; creative expression

Presented in the book are nine author contributed chapters on approaches used in the group treatment of emotionally disturbed adolescents. Delineated is the impact of rapid changes in an advanced industrial society on adolescents, and described are the worldwide youth culture and the typical adolescent. Youth's reactions such as joining system oriented or anti-system organizations and clustering in peer groups, are discussed in terms of including youth as planners, or establishing school student groups dealing with sex education and mental health issues. Considered are problems of college students on large campuses, where many students participate in unrest or attacks; and deterrents to successful campus group therapy, such as frequent change in group membership or the therapist's overinvolvement. Outpatient therapy, which might involve multidimensional therapy (mixes adults with adolescents) is discussed in terms of criteria, age level, suitability of patients, group feelings, and goals. Some of the aspects of family therapy described are family systems therapy, the adolescent's separation and adjustment, family crises, underlying disturbances, and use of the psychodrama. Transference and countertransference are discussed and case studies are used to illustrate group sessions techniques, body language, and reactions that block therapy. Therapy involving dance, poetry, and writing in a group of adolescent girls is reported, and art therapy is described in three case studies. It is said that adolescents are burdened with demands and expectations which group therapy can ease when the leader is a responsible, adequately trained therapist. (MC)

ABSTRACT 237

EC 06 0237 ED N.A.
Publ. Date Oct 73 9p.
Bardill, Donald R.
Group Therapy Techniques with Preadolescent Boys in a Residential Treatment Center.
EDRS not available
Child Welfare; V52 N8 P533-41 Oct 1973

Descriptors: exceptional child education; emotionally disturbed; childhood; males; group therapy; behavior change; operant conditioning

Described are group therapy techniques used with emotionally disturbed, preadolescent boys in a residential treatment center. Each group is explained to consist of six boys from 9 to 13 years of age with problems forming and maintaining interpersonal relationships, low self esteem, and dependency-independency conflicts. Control of behavior and effective therapy is seen to be enhanced by a point system which allows the boy to

earn privileges by appropriate conduct and cooperation with therapy. Therapy techniques are given to include group discussion, free association, and games such as 'Bony Finger/Sugar Finger' (involving verbalization of likes and dislikes of another's actions) and 'Inner Circle' (in which a boy leads the therapy session). (DB)

ABSTRACT 2722

EC 06 2722 ED N.A.
Publ. Date 74 366p.
De Schill, Stefan Ed.
The Challenge For Group Psychotherapy: Present and Future.
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003.

Descriptors: exceptional child services; emotionally disturbed; mental illness; psychotherapy; group therapy; psychiatry; mental health; older adults

Ten manuscripts by different authors examine various approaches to analytic group psychotherapy to clarify essential components of group psychotherapy, encourage therapists of individual treatment to enter into group treatment, and to expand the knowledge of group practitioners. Theoretical foundations of group psychotherapy are reviewed. Consideration is given to types of group psychotherapy and their clinical applications. Use of psychoanalysis in groups is explored. A discussion of group psychotherapy examines its use as a treatment method in a psychiatric hospital and another discussion looks at group therapy in a psychoanalypic institute. A paper explores group analysis from the standpoint of insights gained by the analyst. Mental health groups as an intensive, low cost treatment method are described. Combining psychodrama and group psychotherapy is explained. Consideration is given to analytic group psychotherapy with the aged. (MYS)

ABSTRACT 1628

EC 07 1628 ED N. A.
Publ. Date 72 250p.
Berkovits, Irving H., Ed.
Adolescents Grow in Groups: Experiences in Adolescent Group Psychotherapy.
Brunner/Mazel, Inc., 64 University Place, New York, New York 10003 ($10.00)

Descriptors: exceptional child education; emotionally disturbed; adolescents; groups; group therapy; psychotherapy; Negroes; hospitalized children; peer groups; drug abuse;

Presented are 24 articles on experiences in adolescent group psychotherapy contributed by 30 psychiatrists, psychologists, and social workers. Two introductory articles include a caution about use of group therapy with adolescents and guidelines for the structure, process, and setting of such groups. Fifteen articles dealing with clinic, office, and community groups focus on topics such as the importance of an actively involved therapist, a psychoanalytic approach with older teen-agers; incest, anger, and suicide; active techniques with depressed drug users; experiences with Black groups; and family group therapy. Included in seven articles on hospital and residential groups are topics such as adolescent groups in a psychiatric unit; counter transference, and the use of groups to promote maturation of sexual attitudes. (LS)

ABSTRACT 3342

EC 07 3342 ED N. A.
Publ. Date 75 477p.
Slavson, S. R.; Schiffer, Mortimer
Group Psychotherapies for Children: A Textbook.
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($17.50)

Descriptors: exceptional child education; emotionally disturbed; case studies; group therapy; psychotherapy; therapeutic environment; textbooks; theories; child development; clinical diagnosis; physical environment;

Discussed are theories and practices of four types (activity, activity-interview, play, and therapeutic play in elementary schools) of group psychotherapies. Emphasis is placed on the relation of basic principles and concepts to child psychotherapy in general; differences and common elements in group therapies; the relation of specific criteria concerning diagnosis and treatment to the psychobiologic nature of child development; the critical elements (such as group balance, and selection and grouping of patients) in group psychotherapy; physical setting and psychological climate influences which are significant in various group treatment modalities; and methods and problems of group therapy in elementary schools and corrective residential settings. Major elements of the various children's groups are illustrated by protocols from actual treatment groups and condensed case histories, and particular stress is placed on the pragmatic details (such as room arrangement and safety precautions) of group therapy practice. (SB)

ABSTRACT 1772

EC 004 834 ED 035 151
Publ. Date 69 249p.
Easson, William M.
The Severely Disturbed Adolescent; Inpatient, Residential, and Hospital Treatment.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($6.50).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; adolescents; neurotic children; drug therapy; staff role; emotional problems; family relationship; emotional adjustment; psychosis; emotional development

The text is an attempt to clarify specific indications for hospital treatment and to highlight the type of adolescent disturbance that might be helped in an inpatient therapeutic environment. Chapters discuss the prescription of residential treatment, the therapeutic facilities of a residential unit for disturbed adolescents, the continued diagnostic process in residential treatment, the principles of residential treatment, and the prescription of psychotherapy for the disturbed adolescent. Also discussed are the use of medication, the neurotic adolescent in the inpatient setting, ego defects and developmental arrest, severe conscience defects, the psychotic adolescent, and the goals and results of residential treatment. (RJ)

ABSTRACT 1773

EC 03 1773 ED N.A.
Publ. Date 50 386p.
Bettelheim, Bruno
Love Is Not Enough: The Treatment of Emotionally Disturbed Children.
EDRS not available
Free Press, 866 Third Avenue, New York, New York 10022 ($7.95).

Descriptors: exceptional child services; emotionally disturbed; residential programs; psychotherapy; therapeutic environment; child rearing; residential schools; program descriptions

Reported and discussed is the day-to-day life at the University of Chicago Sonia Shankman Orthogenic School, an institution for the treatment of 34 emotionally disturbed children, ages 6-14, and an experiment in therapeutic living. Events related are typical of what might occur during any day at the school. The discussion of how everyday situations are handled in dealing with emotionally disturbed children often illustrates how mishandling brought about the disturbances being treated. Wide implications of the school's work for preventive psychology or preventive mental hygiene are noted. The school's approach is mainly psychoanalytic. The areas of activity covered are arrival at the school, waking up, in-between times (transition periods between scheduled activities), classes and learning, eating, rest and play, individual therapy sessions, outside contacts, in the bathroom, and bedtime. The text shows how everyday activities can be used in a purposeful way, and made carriers of personal relations and of the experience of mastering previously avoided tasks. Composite pictures of how emotional problems may be handled present ways of dealing with specific problem situations (such as waking in the morning). (KW)

ABSTRACT 2064

EC 03 2064 ED N.A.
Publ. Date 71 215p.
Mayer, Morris F., Ed.; Blum, Arthur, Ed.
Healing Through Living: A Symposium on Residential Treatment.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($15.50).

Descriptors: exceptional child services; emotionally disturbed; group living; residential programs; institutional schools; psychotherapy; residential care; staff role; institutional administration

Ten papers deal with various aspects of residential treatment for emotionally disturbed children. Three important aspects of residential treatment--milieu therapy, special education and psychotherapy--are the major topics discussed. Following comments on planning for residential treatment, particularly for the processes of separation and termination, in Part 1, the three articles in Part 2 focus upon group living--the use of groups, the role of the child care worker in the institution, and the contribution of the volunteer to the institutional program. Three articles on education in residential treatment in Part 3 consider the educator's role, the educational-treatment approach at Bellefaire School (Cleveland, Ohio), and treatment of a child with learning problems. Part 4 contains two papers discussing psychotherapy in residential treatment, specifically the role of the psychotherapist and techniques of treatment and management with the borderline child. The final paper examines the future of residential treatment. Each major section is preceded by editors' introductory remarks. (KW)

ABSTRACT 3010

EC 03 3010 ED N.A.
Publ. Date 71 219p.
Kahan, V. L.
Mental Illness in Childhood: A Study of Residential Treatment.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($10.00).

Descriptors: exceptional child research; emotionally disturbed; psychotic children; discipline problems; institutionalized (persons); psychotherapy; affection; psychological needs; behavior patterns; case studies

A research study of 71 psychotic and severely emotionally disturbed children (age range 3 1/2 to 14 years) treated at the West Stowell House, England, inpatient unit from 1959 to 1965 was presented. The children, previously unresponsive to institutional psychiatric treatment, were divided into four diagnostic categories: psychosis without organic subnormality or severe subnormality, psychosis with severe subnormality, severe emotional disturbance with subnormality, and conduct disorders. The children were drug free in order that they would present clearer behavioral patterns and responses to nurturing and caring. The residential environmental care with family-based, domestic living units consisted of child-centered intensive care, regressed nurtural care, and long-continuing individual psychotherapy, with emphasis on staff acceptance of regression and hostility, manifest good will, and gradual development of control as the child became aware of the need for it. Aspects of emotional disturbances, influence of family background, scope of parental participation in treatment, problems encountered in placing children after discharge from unit, and 16 case studies were discussed. Cases were assessed on an eight point prognostic scale of diminishing social viability. Results of the residential treatment suggested that psychosis in which rejection, anxiety, or excessive reactivity are major elements has a fair chance of responding to the warm, personal treatment in which nurturing is available explicitly and implicitly. (CB)

ABSTRACT 861

EC 04 0861 ED N.A.
Publ. Date 71 12p.
Westmaas, R.; Westendorp, F.
Straight Talk: An Approach to Team Treatment on an Adolescent Unit.
EDRS not available
Adolescence; V5 N24 P473-84 Win 1971

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; interpersonal relationship; staff role; program descriptions; institutionalized (persons); group discussion; adolescents

Described is an approach to team therapy used on an inpatient treatment unit for emotionally disturbed adolescents to reach treatment-resistive adolescents and to generate a spirit of cooperation and trust among the members of the treatment team and the adolescents. Difficulties in the treatment of adolescents are described in terms of parataxic distortions in interactions between adolescents and team members and in interactions between team members. A therapeutic encounter with the adolescent utilizing the entire team is used. Staff and adolescent discuss their perceptions and feelings openly and honestly. The model underlying the approach emphasizes the basic humanness of both staff and teenagers and recognizes the ability of both to grow. (KW)

ABSTRACT 1121

EC 04 1121 ED N.A.
Publ. Date 72 138p.
From Chaos to Order: A Collective View of the Residential Treatment of Children.
Child Welfare League of America, Inc., New York, New York
EDRS not available
Child Welfare League of America, Inc.,

67 Irving Place, New York, New York 10003 ($4.85).

Descriptors: exceptional child education; emotionally disturbed; residential care; residential programs; residential schools; psychotherapy; educational facilities; financial policy; social workers; family role

Presented are ten papers on the residential care of emotionally disturbed children. The first paper seeks to identify the nature and number of emotionally disturbed children currently receiving residential treatment. The use of psychotherapy for children in residential care who come from blighted urban ghettos is examined next. Covered in the third article are selected problems of the therapist in the residential treatment of acting-out adolescents. A short fourth article concentrates on the relationship of individual psychotherapy in residential treatment to the child's transference to the institution. Following this is brief mention of the elements and structure of therapeutic milieu. The longest paper in the book analyzes the educational component of residential treatment centers, the educational facility, the kinds of children involved, the teacher role, the student teacher relationship, and the school's administrative organization. The seventh discussion concerns financing and the role of money in residential treatment, while the eighth presentation reviews organization, communication and structure in residential treatment. The role of the social worker in residential treatment is the subject of the ninth article, and then the family role is the focus of the tenth chapter. (CB)

ABSTRACT 2950

EC 04 2950 ED N.A.
Publ. Date 72 438p.
Whittaker, James K., Ed.; Trieschman, Albert E., Ed.
Children Away from Home; A Sourcebook of Residential Treatment.
EDRS not available
Aldine-Atherton, Inc., 529 South Wabash Avenue, Chicago, Illinois 60605 ($12.95).

Descriptors: exceptional child services; emotionally disturbed; residential care; residential programs; milieu therapy; group therapy; group living; intervention; behavior change; psychotherapy; personnel; play; family problems

Residential treatment for emotionally disturbed children is discussed in 35 papers about milieu therapy, individual treatment, group treatment, the nature of cottage life and strategies for therapeutic interventions, staffing, the place of activities, and working with families. The editors briefly consider current issues and problems in residential treatment for emotionally disturbed children such as community mental health centers versus residential centers, theories of residential treatment, the status and role of child care workers, and program activities. Milieu therapy is examined in terms of a sample introduction to new staff, concepts of milieu therapy from Fritz Redl, Bruno Bettelheim and Emmy Sylvester, a social psychological approach to changing delinquent subcultures, and developing a unified theory of residential treatment. Individual treatment is explored with respect to helping children learn to deal with sadness, psychotherapy in residential treatment, the concept of parental force, and aspects of residential casework with children. Articles on group treatment consider the social group work method, therapeutic ingredients of a group work program, the role of the group in residential treatment, group therapy and casework with ego-disturbed children, and summer camping in the treatment of ego-defective children. Papers about cottage life focus on physical illness, loss of a housemother, characteristics and resolutions of scapegoating, the life-space interview, and the life-space management of behavioral crises. Aspects of staffing analyzed include the child care worker, parental figures in residential treatment, communication and cottage parent supervision, European training of child care workers, and pitfalls and promises of training child care staff. The place of activities is described with respect to prestructuring group content, the impact of game ingredients on children's play behavior, spontaneous play and the resolution of problems, therapeutic recreation for aggressive children, and pets as a technique of child psychotherapy. Articles on working with families discuss the significance of parent child eparation to parents, the separation phenomenon in residential treatment, the study and treatment of families that produce multiple acting out boys, disturbed families and conjoint family counseling, and group therapy with parents. (GW)

ABSTRACT 1281

EC 05 1281 ED N.A.
Publ. Date Feb 73 5p.
Portnoy, Sanford M.
Power of Child Care Worker and Therapist Figures and Their Effectiveness as Models for Emotionally Disturbed Children in Residential Treatment.
EDRS not available
Journal of Consulting and Clinical Psychology; V40 N1 P15-19 Feb 1973

Descriptors: exceptional child research; emotionally disturbed; childhood; residential programs; models; therapists; nonprofessional personnel; child care; imitation

Differential modeling effects of child care worker and therapist figures in a residential treatment center for emotionally disturbed children were studied. Forty-eight institutionalized emotionally disturbed children (aged 7 to 12 years) took part in a task involving selections of particular words after having observed videotaped models perform the same task. Results were found to show that both child care worker and therapist models were imitated significantly more often in their word selection than a neutral model. Child care worker models were reported to have been imitated significantly more often than therapist models when they were presented in direct comparison. Findings were said to support the notion that the child care worker, by nature of his powerful role, may be the most influential model for children in a residential center. (Author)

ABSTRACT 1698

EC 05 1698 ED 074 678
Publ. Date (73) 211p.
Deno, Evelyn N., Ed.
Instructional Alternatives for Exceptional Children.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children
National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-9-336-005(725)
The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($2.50).

Descriptors: exceptional child education; handicapped children; regular class placement; innovation; educational trends; classification; program evaluation; team teaching; incidental learning; teacher education; resource teachers

The monograph presents 15 papers on the provision of special education services within the regular classroom. Common areas of concern of many of the authors include the following: the separation of the regular and special education systems is not educationally sound; traditional ways of labeling handicapped children are of limited educational value; evaluation of outcomes of educational intervention is a public concern; the team approach to diagnosis and treatment has not been as effective as anticipated; and much of the child's learning takes place outside the school. The first section on programs training service strategists presents a paper on each of the following five models: statistician, learning problems, consulting teacher, diagnostic prescriptive teacher, and classroom specialist. Resource systems are discussed in four papers of the second section which present precision teaching at both the elementary and secondary levels, a resource system for the educable mentally handicapped, and a general special education resource teacher model. Considered in the third section on structural change approaches are structural reform in an elementary school, structural reform in a total school district, preparing handicapped children for regular class participation, and clarifying sub-system service responsibilities. The final section offers commentaries on future directions and innovations. (DB)

ABSTRACT 2424

EC 05 2424 ED 081 138
Publ. Date 72 147p.
Stuttering: Successes and Failures in Therapy. Actual Case Histories as Reported by Certain Authorities. Publication No. 6.
Speech Foundation of America, Memphis, Tenn.
EDRS mf,hc
Speech Foundation of America, 152 Lombardy Road, Memphis, Tennessee 38111 ($1.00).

Descriptors: exceptional child education; stuttering; speech therapy; case studies (education); success factors; speech handicapped; interpersonal relationship; failure factors

Presented are 18 case studies of successful and unsuccessful speech therapy with stutterers. Stressed is the importance of the therapeutic relationship for the success of any speech therapy technique. Each of nine therapists presents both a successful and an unsuccessful case study. Case studies usually include background information, a discussion of the progress of the therapy, followup information, and a general discussion. An example of a clinical success is Lynne, who at 21 years of age had a long history of stuttering, but improved as a result of recognizing and changing feelings of unworthiness. A clinical failure reported by the same therapist is Bill, also a college student, who appeared to gain little insight into his problem or develop motivation to overcome it. A final section discusses factors often related to success in the case studies such as a belief in eventual success by both stutterer and clinician, a readiness to work, the establishment of a therapeutic climate, and the involvement of others in therapy. (DB)

ABSTRACT 825

EC 06 0825 ED N.A.
Publ. Date W 73 12p.
Adilman, Philip H.
Some Concepts of Adolescent Residential Treatment.
EDRS not available
Adolescence; V8 N32 P547-68 W 1973

Descriptors: exceptional child education; emotionally disturbed; adolescents; psychopathology; residential programs; literature reviews; psychotherapy; milieu therapy; parent role

Reviewed and compared are concepts of adolescent residential treatment of emotionally disturbed adolescents, and offered are suggestions for therapeutic effectiveness. Reviewed are the opinions of D. Rinsley, J. Lewis, A. Gralnick, J. F. Robinson, J. Noshpitz, B. Bettelheim, and W. J. Hendrickson, and the author. Common themes are the importance of the therapeutic milieu, intensive therapy, and psychotherapy. Agreed upon by all authors reviewed are the existence of serious psychopathology in hospitalized adolescents and the important role of parents. Differences are noted on whether adolescents should be treated in all adolescent wards and the focus of psychotherapeutic efforts. Practical guidelines offered include aiming treatment at intrapsychic change, mandatory participation by parents, involvement of the patient in the therapeutic process, existence of a consistent set of rules and standards coming from adult figures, and inclusion of a full school program. (DB)

ABSTRACT 443

EC 07 0443 ED N.A.
Publ. Date 74 415p.
Almond, Richard
The Healing Community: Dynamics of the Therapeutic Milieu.
Jason Aronson, 59 Fourth Avenue, New York, New York 10003 ($17.50).

Descriptors: exceptional child education; emotionally disturbed; socially deviant behavior; mental illness; drug addiction; adults; mental health; milieu therapy; therapeutic environment; group therapy; sensitivity training; group dynamics; cross cultural studies;

Through observation, personal experience and published reports, the nature of a healing community is explored, both as this concept applies to a specific psychiatric approach and to a general pattern found in a variety of social organizations. The healing, or therapeutic, community is defined as a small group characterized by intense intra-group commitment and pursuit of common goals in remedying psychological, behavioral and spiritual problems. Part I is a detailed study of the American therapeutic community in a general hospital's psychiatric ward. The roles of patients and professionals are described, and the dynamics of the community are depicted in terms of the entire ward population as well as in terms of three specific case histories. Accounts of three non-Western cultures are included in Part II: the Amharic population of Northwest Ethiopia (Zar cult), the Japanese community of Hawaii (Tensho Sect), and, as written by Carmen Acosta, the Zuni pueblo of the Southwest U.S. (Clown Fraternities). Part III reviews three groups in the U.S. which have arisen outside the formal mental health establishment: encounter groups, Synanon (a self help community for narcotics addicts), and the Psychodrama Workshop of Palo Alto (a group espousing traditional psychodrama approaches combined with Gestalt therapy and bioenergetics). A model of the healing community is proposed in Part IV, with discussion of the individual as well as the group healing process. Similarly, the individual and community aspects are considered in Part V's discussion of the implications of the healing community and its relationship to the moral order. (CL)

ABSTRACT 1111

EC 07 1111 ED N. A.
Publ. Date 72 138p.
From Chaos to Order: A Collective View of the Residential Treatment of Children.
Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 ($4.85)
I-34

Descriptors: exceptional child services; emotionally disturbed; residential care; institutional administration; institutional schools; psychotherapy; psychological services; milieu therapy; staff role; family role;

Presented by eight task forces of the American Association for Children's Residential Centers is an overview of residential treatment for emotionally disturbed children. The growing number of children in residential psychiatric care (100,000 in 1966, with an estimated 150,000 children needing but not receiving treatment) are observed to necessitate such changes in residential services as expansion into multiple services and greater community involvement. The discussion of psychotherapy in residential settings centers on problems of the therapist in residential treatment of acting-out adolescents, an administrative look at interrelating factors between psychotherapy and residential treatment, and the relationship of individual psychotherapy to the child's transference to the institution. The elements and structure of a therapeutic milieu are analyzed. The nature of the educational component in residential settings is explored in such terms as the teacher's role and administrative structure. Reviewed are financing and the role of money in residential care. A sixth task force reports on organization, communication and structure within residential treatment facilities. The role and needed training of the residential center child care worker is examined. A final chapter describes the relationship between the family and the treatment center. (CL)

ABSTRACT 2249

EC 07 2249 ED N. A.
Publ. Date 74 354p.
Barker, Philip, Ed.
The Residential Psychiatric Treatment of Children.
Halsted Press/John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($22.50)

Descriptors: exceptional child services; emotionally disturbed; hospitals; psychiatry; foreign countries; nursing; role perception; admission criteria; referral; therapy; research reviews (publications); behavior problems; neurosis; psychosis; language handicapped; epilepsy; neurologically handicapped; followup studies; Great Britain;

Twelve articles on inpatient psychiatric hospital facilities for children in Great Britain include a review of relevant literature, a general description of one such hospital unit, analyses of the treatment provided to children with varying disorders at different hospitals, a discussion of the role of the child psychiatric nurse and projections of future trends. The literature review by P. Barker is a selective examination of English language publications dealing with such themes as milieu therapy and long term treatment. An overview of child psychiatric units (P. Barker) focuses on such topics as official British policy, common indications for admission, services rendered to children and the family, disadvantages of inpatient care and staff roles. Other articles describe treatments provided to children with conduct disorders (C. Wardle), children with neurotic disorders, especially those associated with school refusal (L. Hersov); children with psychosomatic disorders (P. Pinkerton); psychotic children (G. Stroh); language disordered children (H. Rees); and children with epilepsy and brain damage (D. Pond). A general description of the work of a regional inpatient unit over a 3-year period is provided by P. Barker who discusses such subjects as referral, the treatment milieu, the daily program, and admissions. The role of the child psychiatric nurse is examined by S. Brown, et al., in relation to the training procedures of the

Nuffield Child Psychiatry Unit at Newcastle, England. Followup studies are cited in a discussion by P. Barker of the results of inpatient care . P. Barker also predicts such developments as more emphasis on day care and increased family involvement. (GW)

ABSTRACT 2770

EC 07 2770 ED N. A.
Publ. Date May 75 9p.
Schulman, Rena
Examples of Adolescent Group Homes in Alliance with Larger Institutions.
Child Welfare; V54 N5 P341-9 May 75

Descriptors: exceptional child services; emotionally disturbed; adolescents; program descriptions; residential programs; group living; institutions; Deinstitutionalization;

Four adolescent group homes associated with institutions for the emotionally disturbed are described. It is explained that the programs are designed to provide a variety of selection and grouping of children, the characteristics of the staff, and the clarity of program objectives. (CL)

ABSTRACT 2874

EC 07 2874 ED N. A.
Publ. Date 72 26p.
Rieger, Norbert I.
Changing Concepts in Treating Children in a State Mental Hospital.
Norbert I. Rieger, M. D., Children's Treatment Center, Camarillo State Hospital, Camarillo, California 93010
Reprint, International Journal of Child Psychotherapy ; V1 N4 P89-114 72

Descriptors: exceptional child services; emotionally disturbed; institutionalized (persons); normalization (handicapped); psychological needs; staff role; environmental influences; Deinstitutionalization;

Described are the needs of institutionalized emotionally disturbed children and emphasized is the importance of new treatment concepts. Considered are such factors as physical space arrangement, the human environment, and staff training. It is explained that hospitalization presents many drawbacks to the child, including frequently inadequate treatment and lack of intimacy in the daily living experience. Special treatment homes with surrogate parents are advocated as effective means of meeting the child's needs. The importance of flexible training programs for child mental health specialists to function in the treatment homes and in other settings is discussed. For related information see EC 02877 and EC 073114. (CL)

ABSTRACT 1383

EC 003 207 ED N.A.
Publ. Date 64 186p.
Axline, Virginia M.
Dibs: In Search of Self; Personality Development in Play Therapy.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($3.75).

Descriptors: exceptional child services; psychotherapy; case studies (education); emotionally disturbed; parent child relationship; parent attitudes; play therapy; individual characteristics; individual development; personal growth

This case history reports the psychological development of Dibs, a 5-year-old boy, over a 4-month period involving 17 weekly 1-hour sessions of play therapy. The child's progress from an emotionally disturbed state is detailed; his continued well being and giftedness after therapy is outlined; and his previously untestable IQ is given as 168. Also, improvement of his parents' mental hygiene upon his effective treatment is described. Essentially verbatim reports are given of the dialogues between Dibs or his mother and his therapist. (LE)

ABSTRACT 1970

EC 005 183 ED 036 949
Publ. Date Dec 69 214p.
Schiffer, Mortimer
The Therapeutic Play Group.
EDRS not available
Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($8.75).

Descriptors: exceptional child services; emotionally disturbed; play therapy; group therapy; staff role; therapists; behavior problems; aggression; group dynamics; case studies; group relations; communication (thought transfer); facility requirements; toys; psychotherapy; teamwork; inservice teacher education; teacher seminars; school services

A discussion of group play therapy includes chapters on the school as a setting for treating emotionally disturbed children and focuses on suggestions for group workers. A synopsis of the play group treatment process precedes a description of considerations in organizing groups and methods for working with the children. Recommendations are made for furnishings and equipment in the play room. Also mentioned are problems in diagnosis, symptomatic behavior, individual differences, treating unusual problems, and therapist influences. Clinical programs in schools, analysis of a play group in an elementary school, and a seminar in child psychology for teachers are discussed, and cases are cited throughout. (RJ)

ABSTRACT 945

EC 004 393 ED 033 486
Publ. Date 69 374p.
Axline, Virginia M.
Play Therapy.
EDRS not available
Department CS, Ballantine Books, 101 Fifth Avenue, New York, N. Y. 10003 ($1.25).

Descriptors: exceptional child education; emotionally disturbed; play therapy; psychotherapy; behavior problems; communication (thought transfer); therapists; self concept; case studies (education); group dynamics; family relationship; adjustment problems; permissive environment; maladjustment; individual development; student teacher relationship

An introduction to children with emotional problems is followed by discussions of the non-directive play therapy situation and participants: the playroom and suggested materials, the child, the therapist, and the parent or parent-substitute as an indirect participant. The eight basic principles of non-directive therapy are considered along with problems in establishing rapport, accepting the child completely, establishing a feeling of permissiveness, recognizing and reflecting feelings, maintaining respect for the child, allowing the child to lead the way, not hurrying therapy, and knowing the value of limitations. Implications for education mentioned are practical schoolroom application of non-directive methods and application to parent-teacher relationships and to teacher-administrator relationships. Annotated therapy records from cases of children aged 4 to 12 years are presented. (LE)

ABSTRACT 1108

EC 04 1108 ED N.A.
Publ. Date 71 32p.
Kraft, Irvin A.
Child and Adolescent Group Psychotherapy (One Chapter in Comprehensive Group Psychotherapy).
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202.

Descriptors: exceptional child services; emotionally disturbed; psychology; psychotherapy; group therapy; adolescents

Reviewed is the use of child and adolescent group psychotherapy. A short history of group psychotherapy is given, followed by discussion of theories of treatment. Topics examined include the relationship of the child's behavior to his inner fantasies, flexibility of treatment, age of child, influence of physical setting of treatment, sex of child, relationship of child's diagnosis to patient selection for psychotherapy, size of group, schedule of meetings, attendance, control of group, and selection of therapist. The latter half of the discussion focuses on clinical aspects of psychotherapy such as jobless adolescents, unwed mothers, delinquents, retardates, underachievers, drug users, children with physical problems, foster children, psychotic children, and the family. Concluding the chapter are suggested cross references within the book. (CB)

ABSTRACT 2371

EC 05 2371 ED N.A.
Publ. Date Sep 73 218p.
Moustakas, Clark E.
Children in Play Therapy.
EDRS not available
Jason Aronson Book Publishers, 59 Fourth Avenue, New York, New York 10003 ($10.00).

Descriptors: exceptional child education; emotionally disturbed; early childhood; play therapy; psychotherapy; therapists; interpersonal relationship; mental health; family counseling

Discussed with many examples is play therapy with emotionally disturbed and normal preschool children. Stressed is the importance of the attitudes of faith, acceptance, and respect in the therapeutic relationship and process. Preventive play therapy is suggested for a mental hygiene program, and emphasized are the processes of structuring, reflection, and setting of limits. Normal children in play therapy are explained to be conversational, expressive of their feelings, and more decisive and spontaneous than disturbed children. Transcripts of several play sessions with normal children are given. Situational play therapy is recommended for normal children who are going through a disturbing new family experience. Two examples of situational therapy with young children adjusting to a new baby in the family are offered. Stressed for therapy with disturbed children is the need for the therapist to refrain from attempts to modify behavior. A long chapter details the progress of play therapy with a preschool family. Kathy, 4 years old, is seen to exhibit strange fears and anxieties, but learns to express her suppressed hostility and achieve more positive attitudes toward herself and others. A final chapter looks at implications of play therapy such as the application of a child centered philosophy to child rearing by allowing the child to verbalize his emotions. (DB)

ABSTRACT 1302

EC 06 1302 ED N.A.
Publ. Date 73 157p.
Brusiloff, Phyllis; Witenberg, Mary Jane
The Emerging Child.
EDRS not available
Jason Aronson, Inc., Book Publishers 59 Fourth Avenue, New York, New York 10003 ($7.95)

Descriptors: exceptional child education; emotionally disturbed; disadvantaged youth; early childhood education; special classes; therapy; therapeutic environment; child care centers; program descriptions; case studies (education)

Described is a special nursery group for emotionally disturbed preschool children held in conjunction with a day care center for children of working mothers. The Therapeutic Nursery Group (TNG) is explained to provide disturbed children with a group-play therapy experience led by a special teacher-therapist. The program is based on the belief that the early detection and treatment of psychological disturbances helps the child's subsequent personal and social adjustment. The origin (in 1956) and development of the TNG is described. The therapeutic team

is said to consist of a director, a consulting child psychiatrist, a psychologist, two teacher-therapists, and the clinic's social work staff. Explained is the screening procedure which includes referral by regualr nursery teacher, observation in the regular class, a screening conference, a diagnostic work-up, and final selection for the 5-child group. Noted are therapeutic uses of play equipment such as the doll corner, the doctor kit, and the punching bag. The major portion of the book describes the program through case histories of the atypical behavior of actual children. An example is Harry whose primitive, motor-driven, and self-destructive behavior was moderated and whose IQ was raised 14 points as a result of the program thus allowing him to enter a regular first grade the following year. Stressed is the value of parental coopertaion and the suitability of nursery school teachers as providers of therapeutic teaching. (DB)

ABSTRACT 1980

EC 005 368 ED 036 958
Publ. Date 69 243p.
Zuk, Gerald H., Ed.; Boszormenyi-Nagy, Ivan, Ed.
Family Therapy and Disturbed Families.
EDRS not available
Science And Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306.

Descriptors: exceptional child services; psychotherapy; family counseling; family problems; emotionally disturbed; schizophrenia; family relationship; psychopathology; social influences; marital instability; interpersonal relationship; counseling; teamwork

Presented at a conference at which authors represented major theoretical positions in the field, most of the papers use family therapy as an important source of observations or ideas, or as a means to pinpoint methodological problems. Papers are grouped in sections as follows: four which introduce the reader to the field of specialization, provide historical referents and contrasts, and suggest issues, areas, and special problems in psychopathology; six which address themselves to describing pathogenicity in the family system through discussions of prejudice and scapegoating, relational modes and meaning, a cybernetic approach, entropy, family system as a model for ego system, and pathogenic strategies against being silenced; and three concerning the relationship among pathogenicity, sociocultural phenomena, and the family or marriage system. The final five papers are directed to clinical or treatment-related issues and explore the communication of values in family therapy, the role of mourning and empathy in conjoint marital therapy, co-therapy teamwork relationships, the origin of adolescent disturbances in the family, and the secret agenda of the therapist doing couples therapy. (RJ)

ABSTRACT 2059

EC 005 682 ED N.A.
Publ. Date 67 208p.
Satir, Virginia
Conjoint Family Therapy.
EDRS not available
Science And Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306.

Descriptors: family counseling; group therapy; family problems; behavior theories; interpersonal competence; communication problems; therapists; family relationship; personal adjustment; behavior problems

Family theories are discussed in the areas of low self-esteem and mate selection, differentness and disagreements, stresses affecting the modern family, marital disappointment and its consequences for the child, children's needs for self-esteem, and family triangles. Communication theories examined include the concepts of giving and getting information and a verbal and nonverbal process of making requests of the receiver. Information regarding the theory and practice of therapy describes beginning treatment, utilizing family life chronology, the inclusion of children in therapy, the role and techniques of the therapist, and the future integration of models and disciplines. (RD)

ABSTRACT 1195

EC 005 110 ED 026 670
Publ. Date (68) 44p.
Back, Audrey
Pupil Discovery Training. The Application of Filial Therapy to the Teacher Student Relationship.
Sayreville Public Schools, New Jersey
EDRS mf,hc

Descriptors: exceptional child research; counseling services; counseling theories; elementary school counseling; emotionally disturbed; inservice education; parent participation; play therapy; teacher participation, therapeutic environment

Filial therapy is the process of training parents in the ideas and techniques of play therapy, so that they can continue therapy at home. Extending the same idea to the school would reach less severely disturbed children who might not otherwise receive therapy, and would expand the therapeutic community to reach many more children. Teachers, as therapists, would work preventatively, feel better equipped to discuss problems with parents, and probably benefit in overall classroom technique from the training. The 11 teachers from the Jesse Selover Elementary School in Sayreville, New Jersey, were trained in filial therapy techniques and worked with withdrawn pupils from their own classes, grades kindergarten through 5. Each teacher met with the experimental pupils 45 minutes once a week for 17 weeks, and met once a week in group discussion. Significant differences were found between experimental and control groups, the experimental reaching regular classroom average in social behavior. (BP)

ABSTRACT 1376

EC 03 1376 ED N.A.
Publ. Date 71 224p.
Friedman, Alfred S. And Others
Therapy with Families of Sexually Acting-Out Girls.
EDRS not available
Springer Publishing Company, Inc., 200 Park Avenue South, New York, New York 10003 ($7.50).

Descriptors: exceptional child services; emotionally disturbed; adolescents; females; sexuality; family counseling; behavior problems; psychotherapy; family problems; family (sociological unit); therapists; professional education; unwed mothers

The volume originates from a training, curriculum development, and demonstration project entitled Family Counseling for Sexual Behavior Problems of Adolescent Girls, in which the families were treated and counseled by teams of a trainee and his supervisor. The various authors of the chapters were the teaching and supervising therapists. The process and techniques of family treatment are detailed, and the rationale, as well as the method, of treating whole families together is presented. Included are case examples of families with some of the following problems related to the sexual behavior of their daughters: running away, vagrancy, promiscuity, pregnancy out of wedlock, homosexuality, and incest. Problems as well as the progress in the process of family therapy are reported. Perceptions of the process by the trainee therapist and by the experienced supervising family therapist are included. The volume is intended as a practical, specific guide to family counseling and therapy. (KW)

ABSTRACT 1843

EC 03 1843 ED N.A.
Publ. Date 71 953p.
Howells, John G.
Theory and Practice of Family Psychiatry.
EDRS not available
Brunner/Mazel, Inc., 80 East 11th Street, New York, New York 10003 ($25.00).

Descriptors: emotionally disturbed; psychiatry; family (sociological unit); family counseling; family characteristics; psychotherapy; clinics

The text attempts to delineate the theory and practice of family psychiatry. The family is viewed as the functional unit and replaces the individual in clinical practice. In the first part, the dimensions of the family (individual, group relationship, community interaction, and material circumstances), and clinical practice of family psychiatry are detailed. Parts II and III supplement the first section with a selection of papers from international literature relevant to the psychiatry of the family. Part II details the many facets of the family, using the dimensional system put forward in Part I. In Part III, aspects of clinical practice based on the family are illustrated by relevant papers on organization, the presenting patient, clinical syndromes, and therapy. (CD)

ABSTRACT 2025

EC 03 2025 ED N.A.
Publ. Date Apr 71 7p.
Kemp, Claire Jackson
Family Treatment Within the Milieu of a Residential Treatment Center.
EDRS not available
Child Welfare; V50 N4 P229-35 Apr 1971

Descriptors: exceptional child services; emotionally disturbed; family counseling; family role; residential programs; psychiatric services; psychotherapy

The paper describes the process of involving the family in a residential treatment center program for emotionally disturbed children, as this treatment modality is practiced at the Wisconsin Children's Treatment Center in Madison, Wisconsin. The evolution of the process of family treatment at the center is summarized. Aspects of the process ex-

plained in detail include the preadmission study and family contract, the treatment team, and the nature of family work, which involves opportunities for all family members to work with staff in the center, home, and community environments and which revolves around the child's daily activities. Planning for discharge is also mentioned. (KW)

ABSTRACT 2175

EC 03 2175 ED N.A.
Publ. Date 70 127p.
Biemiller, Andrew J.
Problems in the Teaching of Young Children.
EDRS not available
Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada.
Report of the Conference on Problems of Teaching Young Children (Toronto, Canada, March 12-13, 1968).

Descriptors: early childhood education; conference reports; teaching methods; child development; disadvantaged youth; educational objectives

The monograph contains papers presented at a conference on Problems in the Teaching of Young Children (Toronto, Canada, March 12-13, 1968). The problems and teaching methods emphasized in the monograph primarily concern direct teaching approaches aimed at fostering intellectual development. Papers included deal with a methodology for fostering abstract thinking in deprived children by Marion Blank, the patterning of developmental learning processes in the nursery school by William Fowler, the development of classification and representational competence by Sigel and Olmsted, children's problems in coordinating language and reality by Carl Bereiter, and engineering verbal behavior by Stanley Sapon. Following four of the papers is a comment by Boyd R. McChandless. The sixth article by Frances Horowitz contains some reflections on the papers and on the general question of early childhood education for disadvantaged children. A final summary chapter by the editor, in which he attempts to draw together the issues discussed in the papers and considers some broader problems concerning the role of early childhood education, concludes the monograph. (CD)

ABSTRACT 2356

EC 04 2356 ED N.A.
Publ. Date 71 45p.
Thorman, George
Family Therapy: A Handbook.
EDRS not available
Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025 ($5.50).

Descriptors: exceptional child services; emotionally disturbed; family problems; family counseling; psychotherapy; family (sociological unit)

Intended for family therapists and other practitioners interested in the basic theory and practice of family therapy, the volume is designed as a guide rather than a text and uses outline presentation. Family therapy is defined in terms of how it works, when it is used, its advantages, and qualifications of the family therapist. How to prepare the family for therapy is explained, and an outline for family diagnosis is presented. Also outlined are theoretical constructs about the family (role theory, concept of homeostasis, communication therapy, and pathology), family conflict and communication, the practice of family therapy (objectives, tactics, dealing with resistance, termination), specific family therapy models (concentrated short-term, family crisis intervention, co-therapist), and information gathering techniques (tape, videotape, one-way screens, games and tests). (KW)

ABSTRACT 330

EC 05 0330 ED N.A.
Publ. Date Dec 72 6p.
Rubinstein, David
Rehospitalization Versus Family Crisis Intervention.
EDRS not available
American Journal of Psychiatry; V129 N6 P715-20 Dec 1972

Descriptors: exceptional child services; emotionally disturbed; hospitals; crisis therapy; family role; intervention; psychiatric services; interdisciplinary approach

Reported was the development of a team approach to psychiatric crisis intervention, which centered on the mobilization of family support in order to minimize rehospitalization. Treatment techniques combined medical treatment and home visits with conjoint interviews. Three case studies were given as examples of how crisis intervention can minimize rehospitalization and constructively change family systems. A 24 year-old college student, previously hospitalized five times in 3 years for psychotic episodes, was able to get through another psychotic episode with only outpatient treatment due to the active cooperation of her alcoholic father, arthritic mother, and siblings. It was concluded that by utilizing family support, successful resolution of patient crises can often occur without hospitalization. (DB)

ABSTRACT 200

EC 06 0200 ED N.A.
Publ. Date 73 323p.
Barten, Harvey H.; Barten, Sybil S.
Children and Their Parents in Brief Therapy.
EDRS not available
Behavioral Publications, Inc., 2852 Broadway, Morningside Heights, New York, New York 10025 ($9.95).

Descriptors: exceptional child research; emotionally disturbed; school phobia; psychotherapy; crisis therapy; psychological services; research reviews publications; psychiatric services; intervention; group therapy; parent counseling; family counseling

Presented are 21 papers on a variety of innovative techniques for short-term psychotherapy of emotionally disturbed children and their parents. Discussed are emergency or crisis intervention, family and group therapies, behaviorally-oriented approaches, classroom techniques, and the use of psychotropic drugs. School phobia is seen to be a well defined syndrome which is generally responsive to short-term strategies and is illustrative of basic concepts. The following five titles introduce the collection and describe concepts and strategies: 'New Perspectives in Child Mental Health', 'Theoretical and Clinical Aspects of Short-Term Parent-Child Psychotherapy', 'Brief Psychotherapy with Children: Process of Therapy', 'Crisis Intervention and Short-Term Therapy: An Approach in a Child-Psychiatric Clinic', 'Therapeutic Intervention in a Child Psychiatry Emergency Service', and 'Planned Short-Term Treatment, a New Service to Adolescents'. Preventive intervention in infancy and early childhood is discussed in three papers: 'Temperament and Behavior Disorders in Children', 'Four Studies of Crisis in Parents of Prematures', and 'Brief Intervention as a Preventive Force in Disorders of Early Childhood'. The following four titles are concerned with school problems: 'A Model for Integrating Special Educational and Community Mental Health Services', 'A Program for Early Intervention in School Phobia', 'School Phobia: Rapid Treatment of Fifty Cases', and 'A Project to Teach Learning Skills to Disturbed and Delinquent Children'. Four papers examine group and family approaches to brief therapy: 'Brief Group Therapy in a Child Guidance Clinic', 'The Laguna Beach Experiment as a Community Approach to Family Counselling for Drug Abuse Problems in Youth', 'Crisis Intervention with a Multi-Problem Family - A Case Study', 'Short Term Family Therapy'. 'Behavior Therapy with Children: A Broad Overview' and 'Parent Therapists: An Operant Conditioning Method' are the titles of papers about behavior modification techniques. The final section, on pharmacotherapy, has two readings: 'The Use of Psychoactive Drugs in the Outpatient Treatment of Psychiatric Disorders of Children' and 'Drug Use in Psychiatric Disorders of Children'. (DB)

ABSTRACT 3878

EC 07 3878 ED N. A.
Publ. Date 75 163p.
Miller, William Hansford
Systematic Parent Training: Procedures, Cases and Issues.
Research Press, 2612 North Mattis Avenue, Champaign, Il ($7.95)

Descriptors: exceptional child services; emotionally disturbed; behavior problems; guidelines; case studies; parent education; intervention; parent counseling; parent child relationship; behavior change; operant conditioning; discrimination learning; punishment; models; conceptual schemes;

Intended as a training manual for professionals in the field of child mental health, the text presents a step-wise framework for intervention with families of behaviorally disturbed children. It is explained that systematic parent training emphasiz-

es a flow-chart, cost-efficient utilization model of the available procedures and the principles of accountability in the use of professional time. Reviewed are the background, development, and theoretical bases of parent training, and considered are such general parent training components as desirable therapist and family variables. Purpose, description, and assessment methods are among the factors detailed for each of the following major interventions (with examples of suggested applications in parentheses): pretreatment procedures (recording baseline behavior); social learning concepts (review of a manual); basic discrimination training (feedback training and methods for decreasing undesirable behavior); the home contingency program (social and nonsocial contingencies); punishment procedures (*interaction* with the child during and after timeout); and parent counseling (identification of interfering factors). Case illustrations of home contingency programs, punishment procedures, and parent counseling techniques are provided along with four case studies demonstrating the total treatment process. The concluding section examines such parent training issues as the assessment of deviant parent-child behavior and the determination of intervention outcome. (CL)

ABSTRACT 3341

EC 001 933 ED N.A.
Publ. Date 66 21p.
Hoffman, Norman E.
The Therapeutic Value of Music and Its Treatment Implications.
Devereux Foundation, Devon, Pennsylvania
EDRS not available
Devereux Schools Forum; V3 N1 P39-59 Spr 1966

Descriptors: exceptional child education; therapeutic environment; psychotherapy; music; case studies; adolescents; emotionally disturbed; mentally handicapped; therapy

Music therapy has evolved as a method of therapy where the usual psychological or psychiatric treatment procedures have little or no effect. A number of assertions are made about music as a universal language, children's love of rhythm, stimulation of interest, and activity. A brief history of music therapy is presented. The music therapist is seen as one who must have an intuitive understanding and a sound knowledge of both music and psychology while the piano is seen as an essential tool in his work. A case study of a 19 year old girl with ego development and mental age of the pre-kindergarten level illustrates the possibilities of music therapy. After a character sketch, observations by staff, and the author's personal observations, eight sessions of music therapy are described in detail. Remarks on the logic of the strategies which were used and their presumptive values are given. (DF)

ABSTRACT 1230

EC 03 1230 ED N.A.
Publ. Date 68 490p.
Gaston, E. Thayer, Ed.
Music in Therapy.
EDRS not available
Macmillan Company, 866 Third Avenue, New York, New York 10022 ($8.95).

Descriptors: exceptional child services; mentally handicapped; physically handicapped; emotionally disturbed; mental illness; music; adults; older adults; dance; research methodology; music therapy

Numerous music therapists have contributed to the volume surveying research and clinical practice in music therapy. Foundations of music in therapy are explained, and music therapy for both children and adults who are mentally retarded, physically disabled, or have behavior disorders is detailed. Music therapy for geriatric patients is also covered. Other chapters treat music therapy and music education, dance therapy, the development of music therapy in the community, and planning and understanding research. (KW)

ABSTRACT 2990

EC 03 2990 ED N.A.
Publ. Date Jul 71 18p.
Kramer, Edith
Art Therapy and Aggression.
EDRS not available
American Journal of Art Therapy; V10 N4 P187-204 Jul 1971

Descriptors: emotionally disturbed; aggression; childhood; art; handicrafts; therapy; personality problems; behavior change

Art therapy for aggressive children is discussed. Defined as a vital force, aggression is neither good nor evil. Discussion of four children explains the contribution of art therapy to temporary alleviation or partial remission of pathology. Partial transformation of raw aggression into constructive energy is illustrated by the children's increasing technical skill, enthusiasm, and respect for art materials while producing work expressing aggression. A fifth child's art work illustrates the role of art therapy in substantial reduction of aggression and in enduring positive changes in his personality. Pictures of each child's art work are given. (CB)

ABSTRACT 493

EC 04 0493 ED N.A.
Publ. Date Jan 72 234p.
Kramer, Edith
Art as Therapy with Children.
EDRS not available
Schocken Books, 67 Park Avenue, New York, New York 10016 ($10.00).

Descriptors: emotionally disturbed; art; aggression; emotional development; art therapy; sublimation

Art therapy with emotionally disturbed children is discussed from the point of view of a practicing artist and educator with a general knowledge of normality and pathology in childhood. The theoretical framework is based primarily on Freudian psychoanalytic thought, although emphasis is upon art as therapy rather than on psychotherapy using art as a tool. Art therapy is seen as a means of supporting the ego, fostering development of a sense of identity, and promoting emotional maturation. Vignettes and longer case histories of emotionally disturbed children and their art work illustrate the discussion. Psychological problems focused upon are sublimation, defense, and aggression. Art work is further related to problems of all children in today's society, such as struggle for identity, feelings of emptiness, and the loss of artistic values through commercialization. Also examined is the rise of art therapy as a profession and its relationship to art education. (KW)

ABSTRACT 502

EC 04 0502 ED N.A.
Publ. Date 71 21p.
Cohen, Felice Weill
Mark and the Paint Brush: How Art Therapy Helped One Little Boy.
Texas University, Austin
EDRS not available
Hogg Foundation for Mental Health, University of Texas, Austin, Texas 78712.

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; art; case studies; art therapy

The booklet presents a case study illustrating how art therapy was used as a psychotherapeutic tool to help an emotionally disturbed boy. Seven-year-old Mark, when he was 5, was involved in a garage fire which killed his 2-year-old brother and for which he now held himself guilty and believed his parents held him guilty. When referred to the guidance center, he was overeating, setting fires, lying, and bullying peers, as if asking to be punished. After several months of working with the art therapist, Mark drew a sequence of cartoon drawings which showed what actually happened in the garage. As he described them, Mark was able to see that the fire was an accident and that he had *not killed* his brother. With this realization and release of the traumatic experience, and with the reassurances of his parents, who had been undergoing counseling by a social worker to help them openly express and share their grief, Mark overcame his fears and guilt and soon no longer needed treatment. Mark's cartoo drawings of the accident are reproduced. (KW)

ABSTRACT 1221

EC 04 1221 ED N.A.
Publ. Date Jan 72 22p.
Betensky, Mala
A Boy's Treatment Through Art Expression in Childhood and Adolescence.
EDRS not available
American Journal of Art Therapy; V11 N1-2 P3-24 Oct 71-Jan 72

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; case studies; art; freehand drawing; art therapy

The case history describes a boy's psychotherapeutic treatment through art expression from the age of 8 years through the 11th grade. Included are photographs of 16 of the boy's drawings and clay sculptures which are interpreted by the author. Many relate to the theme of mother and son. The boy's symptoms included low motivation and achievement despite above average intelligence, depression, withdrawal from reality, and unsatisfied dependency, violent fantasies, and other conflicting emotions concerning his mother. (KW)

ABSTRACT 695

EC 06 0695 ED N.A.
Publ. Date 73 225p.
Naumburg, Margaret
An Introduction to Art Therapy: Studies of the 'Free' Art Expression of Behavior Problem Children and Adolescents as a Means of Diagnosis and Therapy.
EDRS not available
Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($10.00).

Descriptors: exceptional child research; emotionally disturbed; childhood; adolescence; art; therapy; case studies; psychiatry; child psychology; behavior problems; attitudes;

Presented in the monograph, first published in 1947, are six studies developed at the New York State Psychiatric Institute and Hospital to investigate the use of spontaneous art expression as an aid to diagnosis and therapy of emotionally disturbed children, 5 to 15 years of age. In a foreword to the first edition it is recommended that parents and child psychiatrists recognize that release of the unconscious into imaginative and spontaneous art projections is vitally important for normal children's balanced ego development. Emotionally disordered persons are seen to express problems involving attitudes such as life-death, male-female, and love-hate polarities in drawings, which can be analyzed by a skilled therapist to bring underlying difficulties into consciousness and thus to objectify and socialize previously poorly understood feelings and behaviors. In the introduction to the second edition it is maintained that art educators have been overconcerned with the use of materials at the expense of individual uniqueness and creativity, and that a growing trend exists to include art therapy courses in universities and clinics. Examined in the first study is the art expression of a 9-year-old boy with behavior problems. Next studied are the psychodynamics of the art work of a 9-year-old boy with behavior problems. Considered in the third study is art expressed by an 11-year-old boy with a tic syndrome. Fantasy and reality in art expression are focused on in the case of a 5-year-old boy. The fifth study involves the examination of art in relation to ego development and sexual enlightenment of a 10-year-old boy. The final study analyzes abstract chalk drawings of a 15-year-old girl treated for anxiety hysteria with amnesia. (MC)

ABSTRACT 1343

EC 07 1343 ED N.A.
Publ. Date Win 75 3p.
Shniderman, Craig M.; Volkman, Ann
Music and Movement Involve the Whole Child.
Teaching Exceptional Children; V7 N2 P58-60 Win 1975

Descriptors: exceptional child education; emotionally disturbed; childhood; music; camping; program descriptions;

Music and movement activities at a summer camp for approximately 30 emotionally disturbed elementary school-aged boys were used for educational as well as therapeutic purposes. Included in the program's educational goals were exposure to different rhythmic patterns and body movement responses to music. Such program benefits as relaxation training and use of appropriate communication methods were found to have implications for other educational settings. (CL)

ABSTRACT 2728

EC 07 2728 ED N. A.
Publ. Date 75 6p.
Van Krevelen, D. Arn.
On the Use of the Family Drawing Test.
International Journal of Child Psychiatry (Acta Paedospychiatrica); V4 N3 P104-9 75

Descriptors: exceptional child services; emotionally disturbed; childhood; psychotherapy; psychological evaluation; test interpretation; family influence;

Described is the use of the Family Drawing Test as an introductory psychotherapeutic technique for eliciting an emotionally disturbed child's perceptions of relationships within his family. The author points out potentially significant aspects of the drawings (such as that the size of persons drawn stands for their emotional importance), emphasizes that the child should explain his drawing to the therapist immediately after completion, and includes three sample drawings with explanations. (LH)

ABSTRACT 1233

EC 06 1233 ED N.A.
Publ. Date Oct-Dec 7 27p.
Campbell, Magda
Biological Interventions in Psychoses of Childhood.
Journal of Autism and Childhood Schizophrenia; V3 N4 P347-73 Oct-Dec 1973

Descriptors: exceptional child research; psychotic children; intervention; biology; drug therapy; emotionally disturbed; therapy; biochemistry

An up-to-date review of biological interventions in phychoses of childhood is presented together with occasional comments on efficacy based on the author's experience. After brief mention of earlier forms of biological-organic treatment (psychosurgery, insulin, and electroconvulsive therapies), the review focuses on drug therapy. Relative prominence is given to major tranquilizers, lithium, and the hormones. Suitable information is also presented on hypnotics, anticonvulsants, sedatives, stimulants, antidepressant drugs, minor tranquilizers, hallucinogens, L-dopa, and vitamins. It is suggested that no specific drug is available for the treatment of any diagnostic category. Currently available drugs are most effective in reducing such symptoms as insomnia, hyperactivity, impulsivity, irritability, disorganized behavior, psychotic thought disorder, and certain type of aggressivity. The need for uniformity in the classification of child psychoses is stressed in light of its potential value in predicting responses of children to specific drugs. (Author)

ABSTRACT 413

EC 07 0413 ED N.A.
Publ. Date 74 6p.
Huessey, H. R. and Others
8-10 Year Follow-Up of 84 Children Treated for Behavioral Disorder in Rural Vermont.

International Journal of Child Psychiatry; V40 N6 P230-5 74 (Acta Paedopsychiatrica)

Descriptors: exceptional child education; learning disabilities; emotionally disturbed; behavior problems; followup studies; hyperactivity; drug therapy; institutionalized (persons); dropouts;

Eighty-four rural Vermont children originally diagnosed as having hyperactive behavior disorders and placed on psychopharmacologic therapy were followed up 8-10 years later. Age of Ss at time of followup ranged from 9 to 24 years. The results indicated that the children diagnosed as hyperkinetic were seriously at risk for later academic, emotional, and social difficulties. Eighteen Ss were reported to have been institutionalized in either a mental hospital or a correctional facility; and Ss' school dropout rate (21%) was five times the usual Vermont school rate (4%). (Author/LH)

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